

# CONNECTICUT COMMON SCHOOL JOURNAL.

PUBLISHED UNDER THE DIRECTION OF THE BOARD OF COMMISSIONERS OF COMMON SCHOOLS.

Vol. I.]

HARTFORD, MARCH 15, 1839.

[No. 10.]

## THE CONNECTICUT COMMON SCHOOL JOURNAL

WILL BE PUBLISHED EVERY MONTH, AT THE PRICE OF  
FIFTY CENTS A YEAR, PAYABLE IN ADVANCE.

Persons wishing to subscribe, can forward their names and remittances, to the Secretary of the Board at Hartford, or to the Vice-President of the County Association, or to the postmaster of the town in which they reside, who can render the Journal an essential service by acting as its agents.

To any Teacher who will forward the names and remittances of four subscribers, an additional number will be sent.

And to any person who will forward an order and remittances for fifteen numbers, two additional copies will be sent, if desired.

All subscriptions to the Journal must begin with the first number. The back numbers will be sent, as long as they can be supplied.

All subscriptions must be paid in advance—and all letters relative to the Journal must be post paid.

Printed by Case, Tiffany & Burnham, Pearl-st.

## FEMALE TEACHERS OF COMMON SCHOOLS.

No. 6.

What city, or town, in the State of Connecticut, will begin the enterprise of establishing a Seminary for Female Teachers? They are about doing it in Massachusetts. The late Report of the Board of Education in that State tells us so. Last winter, a friend of common schools there placed ten thousand dollars at the disposal of the Secretary of the Board, on condition that the Commonwealth would appropriate the same amount; the whole sum to be disbursed, under the direction of the Board, in qualifying teachers for common schools. The Legislature promptly accepted the donation by fulfilling the condition. In appropriating this sum of twenty thousand dollars, the Board resolved to attempt the establishment of three or four Normal schools, or seminaries for teachers, in different parts of the State. Although they did not regard it as by any means sufficient for the endowment even of one permanent institution of the kind, yet they thought, that with the assistance of the towns in which such seminaries might be commenced, it would answer for carrying their proposed plan into effect, and of conducting a fair experiment in the education of teachers, for a sufficient length of time to bring the usefulness of such institutions to the test of experiment. They say, they would have been glad to go further, and to make arrangements for establishing a Normal School in every county of the Commonwealth, but that the funds at their disposal made this impossible.

As soon as it was understood that the Board had in their hands the fund that has been mentioned, great interest was expressed in various parts of the State with regard to the object to be accomplished, and not less than *thirteen towns* made applications, more or less direct, for the privilege of having the proposed institutions located within their limits. The Board had no doubt, that some of these towns would be ready to furnish buildings, and fixtures, and a fund towards current charges, provided the expenses of instruction were defrayed out of the means at the disposal of the Board. They say in their Report, "It was obvious that such a system of co-operation between the friends of education and the Board, would be productive of the happiest effects. It would secure to the schools to be organized the advantage of a warm and vigilant local sympathy. The public, by whose aid they had been in part established, would feel a greatly enhanced interest in their prosperity. It furnished the most unobjectionable ground of selection between different places, to which the attention of the Board was called; and what was of still greater consequence, it would enable the Board, out of the means under their control, to establish a larger number of Normal schools than would otherwise be practicable."—The institution for female teachers is to be established at Lexington, and another for both sexes at Barre. Candidates for admission must have attained the age of seventeen years, if males, and sixteen if fe-

males, and they are to be instructed, if disposed to continue in the institution so long, for a period of three years. But presuming that this is a longer time than the greater part of candidates would be able to pass at a Normal school, it is designed to arrange a course of study, to occupy a year; at the end of which time a certificate of qualifications will be given to all who have merited it. The course of studies will have two objects in view. "The first, to acquire a more thorough and systematic acquaintance with the branches usually taught in common schools, and an adequate foundation in other parts of knowledge highly useful to the skilful teacher; and secondly, the art of imparting instruction to the youthful mind, which will be taught in its principles, and illustrated by opportunity for practice, *by means of a model school*. The course of instruction will accordingly embrace whatever is required by the statute to be taught in the common schools of Massachusetts, (with the exception of the ancient languages,) and such subsidiary studies as are required in a Normal school, according to the foregoing view of its objects. The principles of Christian ethics and piety, common to the different sects of Christians, will be carefully inculcated; and a portion of scripture will be daily read in all the Normal schools established by the Board."

Such are the plans on the eve of execution in our sister state of Massachusetts.—With our noble school fund, and concentrated population, and various other facilities for carrying forward to its highest degree of excellence a system of common school instruction, will Connecticut neglect *one of the important means* conducive to this end, the establishment of some Normal schools, or seminaries for teachers?—Prussia, Holland, France, and other European countries have seen the necessity of such establishments, and are carrying them forward with spirit and ample resources. Is there patriotism enough to support such a measure? Is there patriotism enough that for female teachers, as requiring the least amount of funds, and most easily managed.—*Who will begin?* Is there any benevolent individual to come forward, like the one in Massachusetts, and set the enterprise in motion? What city, or town, will take the lead? Shall the subject come up in some form before the next legislature? Who will give ten thousand dollars, if the State will add an equal sum to it, for this great object? Shall no movement be made; and Connecticut fail to maintain the high rank she has so long sustained for intelligence, patriotism, and enterprise?

T. H. G.

## PLANS FOR SCHOOL HOUSES.

[Continued.]

We should need much more space than our columns will allow us, if we designed to say all that we might in relation to the desks and benches of schools. We might point out particularly the defects of those in common use, the erroneous principles on which they are constructed and arranged, and the ill effects they necessarily produce, as well on the health of the children, as on their comfort while occupying them, the order, discipline and studiousness of the school, the attention of the teacher, and the subsequent regard in which the place of education and all its accompaniments are usually held by the pupils in after life.

We shall however pass by these points with the general remark, that most of our school houses are injudiciously arranged in these respects, that the intended benign influences of common education have been in a great degree counteracted, and many serious and lasting evils of a more direct or palpable nature, have been produced.

With regard to all this subject, we wish to see a general change made, a revolution in the views and arrangements of the fixtures of the mass of our school houses. We do not mean to insist, however, that every district ought to incur a heavy expense in order to enjoy the benefits of such an improvement, important as we regard it. We have already published some practical hints on the ways and means by which

certain essential changes may be easily and cheaply made, from which our readers must have seen that we appreciate that regard to economy which no doubt is indispensable, in some districts, under the present state of things.

We may also further remark here, that while we are now making suggestions for the erection, and first furnishing of school houses, most of the plans we have to propose for the desks and benches will be found nearly or quite as cheap as the most defective ones which are to be found: for some are made with a prodigal waste of materials, and all of them by an amount of labor and time, which, if directed according to a good instead of a bad plan, might have furnished a judicious general arrangement of things in the school, together with a great degree of comfort, convenience and healthy accommodation to the pupils.

Where economy is strictly to be regarded, in furnishing a school room with desks and seats, both may be made of long boards, and nearly of the simple forms so familiar to our eyes in many schools of the most ancient class. But, in the details of their construction, several important particulars should be carefully regarded. And some of these will save materials, while they need not increase labor, nor in any other way materially add to the expense.

Let it be borne in mind, continually, that the seats and desks must, peremptorily, be so proportioned as to correspond with the size of the children who are to use them. The teachers may perhaps be ready to object to such very low benches or desks as we are about to recommend for the smallest pupils: but let them consider, that if they find it seriously inconvenient to stoop occasionally to set a copy, or to inspect a slate, so far below them, the child who is seated six hours a day on a seat and at a desk proportionately too high, must be subjected to an amount of inconvenience, and indeed of actual physical suffering vastly greater. Let the teacher honestly consider this; and he, surely, ought to be the best able to appreciate it, and the first to seek a relief.

If he have any doubts concerning the necessity or duty of attending strictly to these points, let him place himself on a bench as much too high and broad for him, as those to which ~~young children, and even the most delicate~~ with the extent or places for the back and feet for an equal length of time. Indeed, to make the cases truly similar he ought to keep his uneasy posture twice as long as the little ones. Or, let the teacher even sit erect in his own commodious chair for two hours, and ask whether it brings him into the most studious mood.

We had drawn ground plans of several schools of different sizes and descriptions: but as we cannot introduce them here, we shall briefly describe the

#### 1. Plan of a New-York Public School.

The first plan we have to speak of is that of one of the rooms of a New-York city Public School. There are some differences in their dimensions and plans, but in general these are not great. There are sixteen buildings, about half of which contain three stories, and the others two. The upper is usually occupied as a boys' school, the next below as a girls', and the basement, if any, as an infant, or primary school of both sexes. The most common dimensions are 80 feet by 40, with a yard on each side about 15 or 20 feet wide. The boys' and girls' schools nearly correspond in size and arrangements, except that the latter is usually encroached upon to give room for the front stairs. The ceilings are about 20 feet high, and the floors gently rise to the rear. The walls are hung with maps, and mottoes, and sometimes with specimens of writing, map-making and needle work. Over the teacher's desk are painted in large figures, the alphabets, digits, &c., and on the opposite end of the room, the two hemispheres, eight or ten feet in diameter, with the circles and general divisions distinctly marked, but without lettering. There are several blackboards, a clock, library, and often a glass cabinet for minerals, &c.

There are two class rooms, about 20 feet by 12 or 15, commonly placed at the rear, and furnished with map-stands and maps, globes, and several other useful pieces of apparatus, while the walls are often painted for black-boards. In one, benches are only placed around; in the other a gallery is also raised at one end, with seats rising behind each other.

Windows are frequent on all sides, which may be open from above and below, and are all furnished with green blinds. The

warmth is communicated in winter by stoves with long pipes. The teacher's desk is long, and raised on a platform about two feet high, under which are several large drawers for books. The desks are formed to suit the various sizes of the pupils. The following "general Rules for fitting up school rooms" were adopted some years ago.

"1st. The space or passage between a form (or bench) and the next desk should be 18 inches. 2d. The horizontal space between a desk and its form, 3 inches. (This has since been reduced.) 3d. The passage between the wall and the ends of the forms, and desk, 6 feet. 4th. Every child being seated upon his form, occupies a space of 18 inches in the length of the desk.

#### Dimensions of a School Room for 500 Boys.

Platform 10 feet, passages 12, 25 desks with forms, 3 feet each, 75, total length, 97 feet. Passages all together 12 feet, lengths of two ranges of desks, 30 feet. Total breadth, 42 feet. This allows 8 square feet on the floor to each boy, and about 150 cubic feet of air.

Allowing 18 inches to each boy, each desk will hold 20. And  $20 \times 25 = 500$ .

For 390 boys, length 91 feet, breadth 37½, 23 desks, with forms, each 3 feet, 69; a platform 10, and passages 12 feet. Between 8 and 9 square feet to each pupil, and about 150 cubic feet of air.

For 160 boys, length 67 feet, breadth 27, platform 7, passages 12, 16 desks with forms, 3 feet each, 48 feet. Breadth—passages 12 feet: length of desks, 15. Each desk  $10 \times 16 = 160$ . More than 11 square feet to each pupil, and about 150 cubic feet of air.

Now, without occupying much more room on the New-York city public schools, we would request parents to recollect, that the difference between 150 and 20 or 30 cubic feet of air, without ventilation, is of far greater worth to the comfort and health of a child in school, than the most expensive food and clothing compared with the coarsest fare and apparel; and that if they do not take care to provide this common and indispensable necessary of life for their children, by having spacious school houses and well ventilated ones, they will be guilty of more ~~real~~ <sup>gross</sup> ~~injustice~~ <sup>injustice</sup> and injury to them than if they supplied them with the plainest possible food and clothing.

There are three sizes in the seats and desks. The desks have a simple shelf underneath, two or three inches narrower than the top, to give room for getting in and out.

The seats are like small round chairs without backs; a defect of most serious consequence, which inclines the children to lean forward, in very unhealthy positions. This evil however, is partly counteracted, by the regular changes made in their classes, by which they usually have opportunity to lean against the walls a part of each half day. At the end of each desk, may be an elevated moveable seat for a monitor, with a desk falling on hinges.

The infant or primary school rooms are arranged on a totally different plan. The entire room is divided into two parts by sliding doors, the front room, which is the larger, being furnished with long low desks near the sides, with benches, 8 inches high, before and behind the desks, with a narrow space next the walls. These desks are all provided with slates, placed perpendicularly in a narrow slit. The middle of the floor is marked with lines and circles, to guide the children in marching, and in taking their places in drafts to spell, read, &c. The alphabets, figures, &c. are painted distinctly on the walls opposite the seats, as copies.

The back room is furnished with a gallery of long seats rising behind each other, made comfortable, low and wide, with backs. In front of this is a large numeration frame; and while seated there the children are exercised in various branches, in a familiar manner, and commonly simultaneously.—There are one or two small class rooms, near the sliding doors, with windows looking into the larger rooms, furnished with low seats with backs, blackboards, globes, maps, &c. The greatest defects of these basement schools, generally arise from the lowness of their situations, and of the ceilings, which make them dark and too confined, although supplied with much more air in proportion to the number of children than most common schools.

We may for the present, briefly remark, that the rooms of the British School Society are planned on a scale as liberal as

those of New York city; and that a general resemblance is observable in the form and arrangement of the seats and desks. In the French public schools, also, even those in small and poor districts, or communes, it is recommended that the seats and desks be placed in parallel lines so that all the pupils shall face the teacher's chair while at their seats; and have a clear space, a few feet in width, near one of the walls, to allow them to stand in semicircles during their reading and spelling exercises. Provision for this is recommended, even in schools too poor to furnish books, slates and seats for the whole number of pupils. High ceilings also are considered important in proportion to the crowded state of the floor. In the French schools one thing, however, is recommended, which some of our readers will probably wonder at; viz. that a cross be painted on the wall where each class is to stand at recitation, in order that the children may be impressed with religious ideas. If we furnish the pupils in our common schools, with the scriptures for daily use, we shall a thousand times better subserve the great objects of education.

2. *A plan for 40 or 50 children of both sexes. Dimensions limited.*

The next plan we have to describe, is one in which great economy of space has been studied. Where rooms are to be furnished for schools, it may be adopted if necessary. The room is 35 feet by 20 in the clear. The passages are 5 feet wide, for hats and cloaks; 3 feet in length for each desk and seat:  $3 \times 5 = 15$  feet. From door to 1st desk, 10 feet. Recitation rooms, 5 feet by 8. 1 1-2 feet breadth for each pupil, and 3 feet for each side passage:  $12 + 6 = 20$  feet.

When the space is thus limited, as we have before remarked, the defect may be remedied, so far as air is concerned, by extending the space upwards: that is, by making the ceiling high.

These dimensions exclude a porch or piazza in front, which is not essential, though desirable, both for convenience, and the external beauty of the building. There are 5 ranges of desks, and 6 of seats, the front row of seats being convenient for a class at recitation, or for the smaller children, when engaged in manual exercises, if such exercises are used while they repeat arithmetical tables, songs, &c. These front seats may best be made in one simple bench; and, if intended for alternate use by large and small children, there should be one board near the floor, (from 8 to 10 inches high, and of the same width,) and another (from 2 to 4 inches above it, and as much wider,) fastened by hinges to the front desk, to be raised when the small children are to sit there, when it will serve as a back for them. When let down for the larger pupils, it will project beyond the lower seat.

The five long desks, are divided by a board partition, running through the centre of the room, from the back end, or near it, to the front desk. This is to be 5 feet high; and the object of it is to interrupt the view between the desks on both sides, which is considered very desirable in many mixed schools. This partition may sometimes partly intercept the light, in cloudy weather, and the air; but as the windows are large and numerous, this objection would not often be great. The partition might be shortened in front, so as not to divide the first one or two desks; if the teacher attends to the selection of the most exemplary pupils, and arranges them in front. The instruction of boys and girls in the same schools, under proper regulations, is thought, by some experienced and good men, to offer advantages analogous to those arising in families from the mutual influence of brothers and sisters. It is certain, that in successful mixed schools, both sexes appear to derive benefits from each other's presence and example, while they share in the advantages offered by the same teacher. There are those on both sides who are decidedly exemplary; but there are usually others of a different disposition. The former should be kept forward, where they may be seen, both at study and at recitation. The others should be kept more out of view, especially from those on the opposite side of the room.

If the partition should not be used, (and it may not depend on the teachers and his methods whether it ought to be or not,) either the girls may occupy the front desks, and the boys those in the rear; or the seats and desks may be divided in the middle, and placed near the walls, with a central passage between them. In that case the rear side-doors must be stopped, unless, (as is desirable,) the building be larger.

The windows should all be low, rise nearly or quite to the ceiling, and be fitted with green blinds, or at least with curtains. If exposed, outside shutters will be necessary, or inside sliding ones. Flues are to be made in all the corners, open near the ceiling, and other flues in the front passages, where damp clothes will often be hung. The stove, or opening, for warm air, to be in one of the front corners, with an opening through the wall into the passage for surplus heat, which may be used to dry damp clothes in wet weather. If a stove is used, an opening may be made near it and the floor, to admit fresh air from the passage, or from out-of-doors, to supply the place of that passing off through the flues. In one of the corners, or in one of the class rooms, should be the school library.

The desks may be made of long boards, as before mentioned, fastened tight by screws, as open as possible, with openings for slates, holes to receive inkstands, and grooves for oblong pieces of wood, on which the name and number of each occupant, may be written: each being considered as exclusively appropriated to one, subject to visitation only by the teacher or his deputy. The desks should be of three sizes. The seats it is highly desirable to have separated. Chairs, well proportioned to the sizes of three grades of children, and to the desks to which they are assigned, are most generally approved. If bits of cloth or cork be glued or nailed under the feet, they will cause little noise in moving. Chairs are expensive; and it is difficult to find a good and cheap substitute. If long benches are used, let them have backs. These may be made by placing a broad bar upon three or four uprights, fastened at the ends and middle of the bench, after the children have taken their seats; or by fixing a bar to the uprights, and having the latter rise and fall on hinges, hanging down behind when the children are to leave their seats. Short bars with hooks, extending from the back to the front, may support the back. There will then be a difficulty in leaving the seats. This may be avoided by having short bars fixed behind every two seats, with intervals between them. The backs, whatever they are, should slope a little, and have no projecting moulding at the top, coming up at least to the shoulder blades, but lower than the arm pits.

The class rooms should be furnished with blackboards enough for as many pupils as are expected ever to recite there together; or the walls should be painted black, to supply the place of blackboards. It may perhaps be better to hang a long desk on one side by hinges, to serve, as occasion may require, for writing or studying, when let down and resting on supporters, and to be used as a blackboard when turned up and fastened against the wall, being painted black on the underside.

The school and class rooms had better be lined with wood, to the height of five feet, and painted for blackboards, to within two feet of the floor, in such parts as are most convenient for classes to stand in, under the care of the teacher or of assistants. Large blackboards, mounted on stands, are awkward and expensive. The hemispheres, &c. should be painted on the walls, as in the New York schools.

The teacher's desk should be long, with drawers, and placed on a platform, a foot or a foot and a half high, with long and deep drawers in front of the platform for books.

The steps of the school-house wherever placed, should be easy, long, and broad, and as few as may be, to render them convenient and safe, even to the smallest children, (5 or 6 inches high and 8 wide.) Simple scrapers or mats should be numerous, habitually used and often cleaned. The front of the house should be ornamented with four or more columns, or at least pilasters, and the whole of it carefully proportioned after the strict, simple rules of one of the Grecian styles of architecture. A perpendicular sun dial over the doors, and a horizontal one on a pediment, would be cheap, interesting and useful objects, for the daily contemplation of the children. It might also be worth while to mark on the walls or floor, two or more lines, showing the place of the sun's shadow at particular hours of the day, as it might lead to useful illustrations of some of the principles of astronomy.

3. *Ground Plan for a School House.*

35 feet by 20, for 24 children, and an infant class of one or both sexes. To obtain room for 6 more children, add 3 feet to the length of the house. Or, if 8 are placed at each desk, 8 more. In large schools, the New York plan of arranging desks may be regarded. Some persons prefer flat desks.

This is designed as a plan for a country district of small population, where, at the time of building the school-house, it may seem improbable that the number of scholars will ever exceed 20 or 30.

The little rooms are 5 feet wide, the teacher's platform 5, the space before it 5, (including the moveable benches for small children,) 3 feet are allowed for the breadth of each desk, seat and passage behind it, and 3 feet remain beyond them. All these make the length of the room.

The desks are 12 feet in length, and might afford room for seats for 8 pupils of common size, instead of 6, at the allowance of 1 1/2 feet each, without inconvenience. It is better, however, to be more liberal. The two front rows are for girls, if the school is for both sexes. Long, plain benches may be cheaper, but are not so convenient, nor so well calculated for keeping the children in their proper places, as separate ones.

This arrangement of the desks leaves a broad space on one side of the room, for uses elsewhere mentioned. It is desirable to have room for a narrow passage, (18 inches or 2 feet,) on the other side also, when it can be got without reducing too much the former.

The gallery is a range of two or more steps, made of boards; the steps about 8 inches high and 18 wide, with a low back in the middle of each to lean against, and yet to leave room for the feet of those behind. It may be made in parts about 3 feet long, so as to be easily moved, with a passage at one end, and not fastened down. Cleats or other handles will be convenient. Here the youngest children may sit and stand during some of their exercises. It may be sometimes used in the class room.

The small rooms are of equal size. One is to be used for hanging hats and overcoats, and the other for a class room. A pane or two of glass behind the teacher's desk, will give him the power of looking into them at any time. Two panes forming an angle inward will make his inspection more complete. A similar watch window may be in the front wall. The pupils will then suppose themselves liable to be observed while in the street. The class room may be used as a wood room in the entrance, the adjacent room may be better used for cloaks, as a part of the warm air may be admitted to dry them in wet weather. The other room should then be for a class room.

The infants' desks are to be plain and simple, 12 or 14 inches high, 8 inches wide, either horizontal or nearly so, with slates in upright slides, benches 8 or 9 inches high and 8 wide, and 3 or 10 inches between them and the wall. A bench in front of the desk like the other.

The "moveable benches" are such as have been described, designed to be altered for different classes.

It is better to have too much room, than too little. If the common school is good, its numbers will naturally increase.—Daily exercises at the blackboard are desirable for every or almost every scholar, and these require a wide space for standing. For this purpose the broad space is left on one side.—When visitors call, room enough should be found for them to walk about, without interrupting the exercises; and parents, on calling at the school, or when attending the examinations and exhibitions, should find their children accommodated in a spacious and airy apartment. Still more important are the advantages of sufficient space to the children and teachers in their daily occupations. A little narrowness of views while laying the foundation, may entail upon a district a mean, contracted, inconvenient, confined and forbidding school room for several generations: a constant impediment to the teachers and children, and a barrier against the increase of pupils, and the improvement of education.

#### 4. A defective plan of arranging desks.

Not a few school-houses may be found, particularly private ones, in which expensive simple desks are provided, often with chairs, for the separation of the pupils. These are important improvements, and we wish on some accounts, that they might be general. But with these advantages several defects are often found combined: as, rising lids to the desks, too great height and breadth of the desks and seats, the moveableness of both, causing noise, irregular arrangement, and a want of room, by the occupation of nearly the entire floor. In some, it will be seen at a glance, that no convenient place is afforded for marching, blackboard exercises, or the movements or seats of visitors,

and that the pupils will be accustomed only to a confused and crowded scene.

#### 5. A common defective plan of arrangement.

We often find a school-room with desks fixed against the walls, and benches so placed as to keep the pupils facing them, and with their backs towards the centre. It is one thing to seat children thus, and another to make them study, as many of us can testify, who recollect our early feelings and habits while thus seated. The centre of the room is occupied, in one of the old modes, with plain benches for the little ones, without backs or desks. We need not stop condemn such a plan.

#### 6. An arrangement with some advantages and defects.

Single desks with chairs are placed in diagonal lines, so as to turn the pupils' faces partly away from the teacher and each other, and to expose the movements of each to oversight.—Benches for recitation are placed in front, and blackboards near: In all cases in which single desks are used, their feet should be fastened to the floor.

We would therefore direct the attention of those who are about to build school-houses to the plans numbered 2 and 3.

### THE ELEMENTS OF MUSIC.

After the high recommendations which have been given of the introduction of music as a branch of common education, and the good results which it has produced in the schools of different countries, it must be presumed that enquiries will be made by many instructors, for the best methods of teaching it.

So far as we have had opportunity to judge, from the experience and opinions of others, and from experiments made by ourselves, it would not be proper to insist on a general and rigid adherence to any particular plan of instruction at the present time. Some persons will find it easier to begin with one system, and some with another; and it is highly important, both for their own future progress and the good of their pupils that they should begin, and that without delay. Indeed we may presume, that the most successful teachers of the young in this branch, will be those who shall be familiar with more than one form or method of teaching, and who can offer a pleasing and useful variety of lessons and exercises.

We may for the present limit ourselves to a few remarks on such points as appear most likely to prove of practical application, to those now preparing or prepared to commence the instruction of children at school in the practice of singing, and rudiments of musical science.

In the first place, there are probably some who will prefer to begin in the old way, by requiring the children first to learn the definitions, signs, names of the notes, rules for finding the *mi*, &c. Although reasons worthy of consideration might be adduced against each of these steps, we could wish to see a teacher begin on this plan, rather than do nothing. We would, however, recommend to him the introduction of one or more lively moral songs in each lesson, and the careful examination of such later methods and principles as may fall in his way.

In the second place, we would mention that new methods, introduced within a few years from European schools, which have facilitated the instruction of many thousands of youth, particularly in some of our principal cities, embrace the following points: 1st. The use of the black board for writing musical exercises in the presence of the class; 2d. The separate and distinct presentation of each successive step and detail in the course of instruction; 3d. A constant and intimate connection of the rules and definitions with their practical application; 4th. The pleasing and useful exertion of the intellect, combined with good moral influences and physical exercise. And when the pupils are required to write the staves, signs, notes, &c. on their slates, and, to act in turn, as monitors, or inspectors of each other, as is judiciously insisted on by some teachers, still farther advantages are secured. In this new system, also, different names are given to the notes of the scale, so that, instead of calling them *fa*, *sol*, *la*, *fa*, *sol*, *la*, *mi*, *fa*, (which gives but four names to seven different sounds,) they are called *do*, *re*, *mi*, *fa*, *sol*, *la*, *si*, (pronounced *do*, *ray*, *me*, *fah*, *sol*, *lah*, *se*).

In the practice of different teachers on these principles, there is a great diversity of methods, as may well be imagined and expected: for while one thinks it better to perfect his pupils as

nearly as possible on the elements, before he proceeds farther, another fears to disgust, or to render them indifferent to the exercises by too much drilling, and hastens to the more pleasing part of singing attractive airs. Some teachers, too, think it proper to take up the intonation, time, harmony, &c. distinctly, and to practice upon each separately, for several days, or weeks; but others conceive that two or more of these may be successfully taught together, and plan their early lessons accordingly. Mr. Mason and Mr. Zeuner of Boston, have formed their elementary books on the former plan; while Mr. Ives, and Mr. Jones of New York, have introduced the features of the latter. Of late, however, it appears to be generally recommended, that for the purpose of keeping up the attention of juvenile classes, some lively air and pleasing or even amusing song, should be introduced in every lesson, as necessary to prevent that tediousness which so greatly interferes with improvement.

We have witnessed many lessons in vocal music, given to the young, and especially in common schools, and other assemblages; and while we are bound to confess, that we have known few individuals of them who acquired the power of singing at sight, many of them attained a degree of acquaintance with signs and principles, superior to that possessed by the great majority of adults, taught in the old way of ordinary singing schools. They, at the same time, soon become more familiar with the practical application of the rules, and better versed in those musical exercises and collateral views of the art and science, which tend most to moral benefit. Besides, the pure, pleasing, and appropriate songs, which now are taught them, are so well calculated to make lasting impressions of an useful nature, and to exert a salutary influence on the character and habits in future life, that even if this were the only advantage, the new system, in our opinion, would have much to recommend it.

To give an idea of the manner in which this system may be adapted to a common school, we will here sketch, in as brief a manner as we can, such a lesson as we have often witnessed, and given among schools in our neighborhood.

Standing by a blackboard, we ask, who can tell me how he makes a note in singing? Then we describe the little musical instrument in the throat, and ask the children to feel their throats with the thumb and finger; sound a note and observe how it jars like a musical instrument, calling upon them to admire it as a work of God. We then say, some sounds appear to go up, and some down, as in asking a question, and in making a simple declaration. Now we may make a spot for each sound, putting those above which stand for high notes, &c. But to show exactly where they are intended to be, we draw five lines, and place the dots on or between them. [It is well if the pupils have slates, and write every thing down.] Now the teacher may sing up the scale, and ask where each note is to be written. Then sing down, and ask the same. Then sound the common chords, and ask the same.

The pupils may then be requested to sing up and down, till they do it together. Then the semibreve, minims, crotchets, &c. may be written, and called whole, half, quarter notes, &c. and the time spent in singing them briefly shown, with a little practice in singing and beating. The use of bars and rests may also be briefly explained; and if questions were asked of the whole school, after these steps are explained, the impressions will be made clearer on the mind.

The teacher should inform the pupils that the musical scale is like a ladder or stair case (as *scala* means in Italian.) of seven steps, two of which, (viz. the third and seventh,) are only about half as high as the others; and that, although we do not know why it is, everybody naturally sings in that manner, and cannot easily sing in any other way. He may then try to sing some familiar tune, beginning at a wrong part of the scale, (as "Wells" beginning on the third, instead of the first,) and say that before we begin to sing, we must know where the first note is, and how far from it the tune begins. He then may show that the sound belonging to a particular line or space is fixed and the same; but that the sounds of the scale are only relatively fixed, the whole scale being moveable up or down on the staff. This may be familiarly illustrated by beginning with singing one, two, three, &c. or do, re, mi, &c. on different lines and spaces successively, but taking the correct pitch in all cases.

It is probably better, in the first lesson to use the numbers 1, 2, 3, &c. in singing, rather than the syllables, do, re, &c. as every unnecessary obstacle to the pupils' progress should be avoided, that his courage may be increased by successful progress. The exercises sketched here, and others on dynamics, (or singing loud and soft,) as well as on harmony, may be extended through several lessons, or condensed, as far as may be, in one. They should, at any rate, be often repeated; and the teacher must not be discouraged, if he finds the pupils easily forget what they may have seemed to learn with avidity and distinctly. They will at least make some progress in the rudiments, and the exercises will necessarily prove useful to the moral feelings, the lungs and muscles of the chest, even among the most volatile and inattentive of the number. They will also be prepared to regard this branch with pleasure and interest; and the watchful and faithful instructor may find many opportunities, in the momentary intervals, to drop affectionate and pungent remarks, with the fairest prospect of permanent benefit.

#### THE OFFICE OF TEACHER.

The following extract presents in a striking manner the popular estimate of the office of teacher:

"If we consult the sentiments and conduct of the less intelligent part of the community, it will appear that the master of a school is required to possess, like the hero of a romance, not only talents and virtues above the ordinary endowments of humanity, but such contraries of excellence as seem incompatible with each other. He is required to possess spirit enough to govern the most refractory of his pupils, and meanness enough to submit to the perpetual interference of their friends; such delicacy of taste as may enable him to instruct his scholars in the elegancies of letters, and robust strength enough to bear without fatigue the most incessant exertions; skill adequate to the performance of his task, and patience to be instructed how to perform it. He is required to have judgment enough to determine the proper studies for his pupils, and complaisance at all times to submit his own opinions to the opinions of those who have employed him; moral principle sufficient to ensure on all occasions the faithful discharge of his duties, and forbearance to hear those principles continually suspected, and his diligence and fidelity continually called in question. It is expected that he will feel the conscious dignity which science confers on its possessor, and yet descend without reluctance to teach infants their alphabet; that he nor be allowed any indulgence for its occasional excesses; and that he be able to secure all the good effects of discipline, without the use of the only means that they ever procured them."

#### ON THE GOVERNMENT OF A SCHOOL.

Continued from Dunn's Normal School Manual.

The judicious use of praise, is another powerful means of gaining the affections of children. An encouraging smile, a gentle pressure of the hand, a word of commendation, will sometimes do wonders in the way of winning young hearts. Capt. Basil Hall thus describes the effects produced on board ship by the different modes of governments adopted by two different commanders. He says, "Whenever one of these officers came on board the ship, his constant habit was to cast his eye about him, in order to discover what was wrong; to detect the smallest thing that was out of its place; in a word, to find as many grounds for censure as possible. This constituted, in his opinion, the best preventive to neglect on the part of those under his command; and he acted in this severe way from principle. The attention of the other officer, on the contrary, appeared to be directed chiefly to those points which he could approve of. One of these captains would remark to the first lieutenant, as he walked along, "How white and clean you have got the decks to-day! I think you must have been at them all the morning, to have got them into such order." The other, in similar circumstances, but eager to find fault, would say, even if the decks were as white and clean as drifted snow, "I wish, sir, you would teach these sweepers to clear away that bundle of shakings!" pointing to a bit of rope yarn, not half an inch long, left under the truck of a gun. It seemed, in short, as if nothing was more vexatious to one of these officers than to discover things so correct as to afford him no good opportunity for finding fault; while, to the other, the necessity of censuring really appeared a punishment to himself. Under the one, accordingly, we all worked with cheerfulness, from a conviction that nothing we did in a proper way would miss ap-

probation. But our duty under the other being performed in fear, seldom went on with much spirit. We had no personal satisfaction in doing things correctly, from the certainty of getting no commendation. What seemed the oddest thing of all was, that these men were both as kind hearted as could be, or if there were any difference, the fault-finder was the better natured of the two." Captain Hall adds, "It requires but very little experience of soldiers or sailors, children, servants, or any other kind of dependents, to show that this good humor on one part towards those whom we wish to influence, is the best possible coadjutor to our schemes of management, whatever they may be."

Now, I do think, that if you avoid these three errors,—partiality, disregard to the feelings of the young, and a spirit of fault-finding,—it will not be difficult to secure a favorable reception in the school for anything you may propose. This point then being gained, select a few of the most influential boys, and put some peculiar responsibility upon them. Since they will be leaders, preoccupy their talent for command, and employ it on the side of order and industry. Trust them implicitly; let them see that you repose confidence in their integrity and sense of honor, and you will rarely be disappointed. You will in this way frequently create the very virtue for the possession of which you may give them credit; and they in turn, will in like manner act upon their fellows.

Fourthly. Be uniform in your plans of government. Be to-day what you were yesterday, and what you intend to be to-morrow. This is no easy matter, subject as all men are to variations in health and spirits, materially affecting the view they take of conduct. The manifest importance of uniformity will, however, suggest the necessity of taking every precaution, not only against

"those cataracts and breaks  
Which humor interposed too often makes,"

but also against those little irregularities in the treatment of offences against discipline, which arise either from forgetfulness or caprice. To guard against this evil, first, Have but few rules, and see that they are well understood. Secondly, cultivate the habit of rigid self-government. Salzmann, an eminent teacher, goes so far as to insist that an instructor should find that I am the cause of it—that either my body is out of order, or some unpleasant event has effected my spirits, or I am wearied out with excessive labor." Without, however, going this length, it should always be born in mind, that children are eminently creatures of sympathy, and unconsciously assimilate themselves to those with whom they associate. Hence the importance of habitual cheerfulness on the part of the teacher, without which shadows and clouds darken every brow.

Lastly, (to borrow a rule from Joseph Lancaster,) Take care that every pupil shall at all times have something useful to do, and a motive for doing it. In the neglect of all other rules, attention to this alone would recall, to a great extent, order and regularity. I need not suggest to you the peculiar facilities which are afforded by the monitorial system, for accomplishing this important object, as that subject will meet with distinct notice in another place. I would only observe, I do not see how it can be managed in a large school on any other plan.

In all that I have stated, however, remember, The co-operation of the parents is to be sought, and if possible, secured. They may be ignorant, or prejudiced, or capricious, or (which is more probable) they may be all these united; no matter, you must try to get them on your side. You must not disdain to reason with them on the importance of promoting the regular and early attendance of their children: you must send for, and advise with them, in cases where strong measures become necessary; and you must respect that strong instinctive, though frequently blind, attachment to their young, which may occasion them for a moment to resent as an injury, that which you inflicted only as a necessary duty. "It is an object with me," said one of our teachers to me, the other day, "to spend as much of my leisure time with the parents of the children as I possibly can. Until they know me, and in some degree respect me, I can of necessity exercise no influence over them. But when once this kind of acquaintance is formed, I can do so much, that to gain it I consider no sacrifice of time or

trouble as too great." Still, they must not govern you; nor will they probably attempt it, if they find that while you are mild and courteous, you still know how to maintain your authority, and to carry out your plans with unwavering firmness.

The best mode of treating new scholars is often a perplexing consideration to young teachers; nor is it by any means an unimportant one. A child not unfrequently derives its strongest impressions with regard to school, from the events of the first few days or weeks after his admission. It is here then necessary to guard on the one hand, against an amount of indulgence which cannot be continued, and on the other, against a degree of strictness proper only to be exercised towards those who have been for some little time under the discipline of the school. Gentleness and decision combined, are essential; and nothing else will meet the irritation and insult to which a teacher is often exposed by new comers. Not a few enter with a determination to have their own way, and the struggle which follows is always very trying to the temper of the instructor. These are things that test his skill in the management of human nature, and according to his proficiency will be his success. In educating an ox for the plough, Mr. Cobbet very sensibly recommends that all violence and rough language should be avoided. "If he be stubborn, there should be no blows and no loud scolding. Stop; pat him; pat the other ox; and he will presently move on again. If he lie down, let him lie till he is tired; and when he chooses to get up treat him very gently, as if he had been doing every thing that was right. By these means a young ox will in a few days be broken to his labor. With gentle treatment, he is always of the same temper; always of the same aptitude to labor." A new scholar should be broken in, to the regulations of a school, if not in the same way, at least on the same principles.

But what is to be done with the thoroughly incorrigible; the one who has imbibed habits of confirmed depravity, and on whom admonitions and efforts have been all expended in vain? I think there can be but one answer—dismiss him. In this case there are bad influences out of school, operating more powerfully, and counteracting but too successfully the good influences of discipline and instruction. Unless these could be removed, the prospect of reformation is hopeless: and, therefore, you are not only justified, but bound, out of regard to the welfare of the rest, at once to separate him from the school. In Sunday schools, where it is possible to isolate in a great measure a youth of this description, and to keep him almost exclusively under the eye of a judicious teacher, it may be desirable to retain one hold as long as he is willing to attend, but in schools where numbers are to be governed by one teacher, this degree of care is manifestly impossible. It is then far better that one should be abandoned to his folly, than that the whole school should be corrupted by his iniquity.

"AM I BOTH ABLE AND DISPOSED TO MAKE DAILY PROGRESS IN KNOWLEDGE AND MORAL IMPROVEMENT?"

Nobody is well educated who is not prepared to answer this question truly in the affirmative. How many of the youth who annually leave our common schools, then, can properly be said to have attained the end for which they were established! Few, we apprehend, very few.

We have before remarked, that too many find themselves obliged to go through a kind of practical course after leaving school, in order to enable them to use the knowledge they have been acquiring or seeking after while in it. Many more there are, we have reason to fear, who are still less prepared to govern their tempers, exercise their judgment without passion, enter upon the practice of good habits, conduct their business on sound moral principles, and pursue a firm, intelligent course in their proper department of life! Yet such characters we have a right to look for to our public schools. We may reasonably demand it of our teachers, that they so train up our youth. It is true, it would be unreasonable to require of them on the spot, more than has ever been asked before; and what they have never heard spoken of in connection with common school instruction. Yet they, as well as other intelligent and reflecting persons, must admit, that the standard we propose is not too high.

That a youth may be "able to make daily progress in knowledge and moral improvement," it is necessary that he should

be well grounded in the rudiments of learning, and the principles and practices inculcated by the Scriptures. That he should be "disposed" to do both, it is necessary that he be taught to value knowledge highly, so introduced to it that he shall relish it, and realise its practical application to his own concerns and interests. He must also be shown, especially by the example of his teacher, that it is a privilege to possess it, superior to an inheritance of wealth, or the enjoyment of power or honor; that its pleasures and advantages are more real, inalienable and enduring. He should also be taught, that virtue has pleasures of a still higher class to confer: that the great legitimate use of knowledge and learning is for the good of our fellow men, and the honor of our Creator.

When our common schools begin to aim at dispensing education on these principles, and for ends like these, then, and not till then, in our opinion, will Connecticut occupy the rank on this subject which it is her duty to assume.

#### PROF. J. O. TAYLOR'S REMARKS AT THE CAPITOL.

A public meeting was held in the capitol, at the city of Washington, on the 13th of December last, to take into consideration the existing state of Common School Education in the United States—of which the Hon. William Cost Johnson, of Maryland, was chairman. The leading address of the evening was by that successful pioneer in the cause of Common School Improvement, Professor J. O. Taylor, of New York. We present copious extracts from his very sensible remarks.

"To commence with the most perfect system of education now known to the world: I mean the Prussian system. There has grown up in that country, under a despotic Government, though parental in its administration, a system of education which has become the admiration of the civilized world. I will confine myself to noticing three of its distinct leading characteristics. 1. In Prussia, whatever connects itself with education is stamped with the highest honor. The Minister of Public Education ranks next to the king. 2. No man is there suffered to teach unless he can produce a diploma from a Normal school. He must have a certificate from a competent board of examiners. The third feature is one which, perhaps, we could not hope, at least at present, to introduce into this country, because it is generally thought that the genius of our free, republican institutions is averse to it; although, for myself, I think it ought to be introduced. Parents in Prussia, all parents, are compelled by law to send their children to school; and, if it is found that a parent neglects to do so, the law sends the parent to prison, and the children to school. Perhaps it would be an amendment to send the parent also. I meet continually with persons who say such an arrangement is not in harmony with our institutions. But I ask, if the State has a right to send a man to the gallows, has it no right to send him to school? The Prussian system has been in operation, now, for forty years, and *Cousin*, the Minister of Education in France, says, in his work, that crime and pauperism have, within that period, *decreased in Prussia thirty-eight per cent.* I want no better proof of the practical influence of the system. The Emperor of Austria has forbidden any subject in his dominions to marry who cannot first read and write. Were such a regulation to prevail in this country, I imagine we should see not only those from fifteen to twenty-five, but as many possibly from twenty-five to sixty, hastening to the common school to pay their respects to the till then neglected and forgotten teacher. Russia, barbarous Russia, has just introduced the Prussian system into her wide domain. The wife of the reigning Czar is the daughter of the late King William of Prussia, and through her influence there is a prospect for every Russian child to enjoy the blessings of education. What cannot a woman do? The Emperor Francis of Lombardy, is also about to introduce the system. Said one of his advisers, 'This system is too perfect for us; it will never do for our people; they are not far enough advanced in social improvement; they are too cruel.' Said the Emperor in reply, 'When my people have learned to read, they will cease to stab.'"

"And now the question occurs, what ought to be done for the general education of this great and free people? How shall we secure to every child in the United States that education which is fitting and necessary for freemen? I answer, first, that no system can be adequate to this end but a common school system. We must carry the blessing of knowledge to the door of every man. We must make the means of education so cheap that the people everywhere can support the burden. This we may do by a good common school system; we can do it by no other means. But in what does the best system of common schools consist? That is a question I cannot answer. I must leave it to others wiser than myself. I can make known some facts within my knowledge; I leave it to others to draw their inferences.

"And here let us look, for a moment, at the importance of common schools. What are they? They are the people's college. They are the sun of the people's mind. They are the lamps of freedom. I have in my possession statistical tables which I am ready to exhibit to any gentleman feeling an interest in the subject. I have obtained them by years of travelling and of study. I will state to you some of their results in a word or two. It is a fact that nineteen out of every twenty persons in these United States are educated in common schools alone. But one out of twenty goes higher. Not one out of twenty ever enters either academy or college.

"This fact, in itself, tells us at once, that as is the common school so is the education of the American people. Yes—the education of this nation is that, and that only, which the common schools are prepared to give. How many, even in this audience, ever received more? You may have educated yourselves after you left these schools; but did not even this depend on the education you there received?"

In noticing the low condition of the common schools, Prof. Taylor assigns the following as among the causes which have operated to bring them where they are.

"And one of the first is to be found in the fact that the prominent members of society, men of wealth and character and influence, do not send their children to our common schools at all; and hence these institutions are left wholly in the hands of a different order of persons; persons in general who are criminally careless and indifferent to the whole subject of education. It is this description of people who are thus left to select the teacher, to commence and reward him. The leading men in society seem to abandon the common school as a necessary evil—an outlet for the public treasury. Hence it is generally those who are esteemed by such men the refuse of society, whose children go there. The men of high standing have too much business to spare an hour to look after schools—just as if the security both of their person and their property did not lie in the intelligence and virtue of those around them. They will admit this as an abstract truth; and yet, when the practical application comes, they will, in such cases, even refuse to be taxed for the support of common schools. Let me say of taxes raised for purposes of public education, that they are like vapors which rise only to descend again in fertilizing showers, to bless and beautify the land beneath. He gives doubly who pours out his wealth for the education of the children of a free people. In this country the real patriot is known by the interest he takes in the prosperity of his country's common schools. He is, in effect, the greatest patriot who educates in the best manner, the most educated patriot who educates in the purest manner, the most munificent in providing the best means of mental improvement for the community. And he is the wisest law-giver who lays this foundation of the national character the broadest and the deepest."

"The next cause I shall notice of the depressed state of our common school education, is the slothful reliance which prevails on the sufficiency of the public school fund. When I have said to leading men in different portions of this country 'Come, let us go and look at the common school, and examine a little into its condition,' they have replied to me, 'Why? is there not a large school fund provided by the State, expressly that we may have a good school system?' Such a reply reminds me of what a boy once said who lived as an apprentice under the old form of indenture, which provided that the apprentice should work but nine months of the year, and should have the remaining three months to go to school. The boy was observed to neglect attending the school teacher, and, being remonstrated with about it, replied, 'Why, my master is bound to give me my schooling; he must do it; and I am not going to the school-house for it.' So these men say of the school fund; it is given to provide a good school system, and it must do it; and so they never look how it is applied. But let all such reasoners know that a good system of education is the result of personal effort and personal sacrifice, and without much of both it is not to be had, let the law provide what it will. The best system in the world may be provided, but it will effect little unless the community co-operate with the law."

"Another cause is to be found in the fact, that the teachers of our schools are not in general qualified for the task. Of the 80,000 common school teachers, to whom the youth of the United States are entrusted, how many are prepared to form their mind and character? Do they make teaching a profession? Have they ever studied the structure and the laws of the infant mind? Do they love their business? Remember these eighty thousand teachers are fashioning the mind and thoughts of upwards of four millions of citizen kings. We hear much about the influence of party—much of the influence of the press—much of that of the priesthood; but all these, put together, are as nothing when compared to the influence of these eighty thousand men over these four millions of citizen kings. Who has estimated it? Who watches over it? Who controls it? Who

strives to make it pure and holy? Prussia has forty-seven Normal schools. How many have we?"

"What a model of a man ought he to be who is to give character to the minds of our children. It is from him that the influence emanates which is to form and to direct their habits of thinking. The children are with him for years. To him they look up—on him they gaze. He is their model—their oracle. And, whatever he may be, that he stamps on them, like the image of the reigning king on the coin of the kingdom. What, then, should he be! In what balanced and exact harmony should all his own powers be, who is to give the tone to all these harps of a thousand strings—a tone which is to remain in the strings forever! There is a kind of ink which, when first written with, is scarce perceptible; but it becomes blacker as it dries; till at length it becomes so black that you may burn the substance on which it was written, and the letters will still be legible in the very ashes. Such is the influence of a teacher. What then are we doing with our eighty thousand teachers of common schools? They are far from what they should be; this is admitted; and yet we never shall get better till we pay better. We pay them much as the Indian did who put but a penny into the hat after a sermon: when asked why he gave so pitiful a sum, his answer was, "poor pay, poor preach." We have poor teachers, because we have poor pay. The teachers of common schools in these United States—the fact has been ascertained—figures will show it—get, on an average, but eleven dollars a month for their labor! There is no service in society so menial that does not command higher wages."

"Another cause of the evil we deplore is in this: a parent sits in his door and sees a stranger enter his gate. The man comes up to him and says, "Sir, do you want to hire a hand?" He replies, "Yes, if he suits me; what can you do? Can you mow? Can you cradle? Can you drive a team? Can you thrash? Can you chop?" If he likes the answer, he hires him. Presently another stranger comes to the gate: "Does not your school want to hire a teacher?" "Yes: how much a month do you ask?" Observe the different manner in which he is catechised. The parent will look into the qualifications of the man he hires to chop wood, and will look well after him when he is hired; but he will put a man into the school where his children are instructed, without ascertaining what he knows, or whether he can teach, and will never look after him at all for months and years?"

"Suppose you had a blacksmith near you who should set up a sign, "clocks and watches repaired here cheap." You take your watch to him. The blacksmith has heard that watch-makers hammer and bore and pinch the works of watches, and he sets to work and hammers and pinches at the wheels of your time-keeper. You pay him a trifle and get back your watch, but does it keep time? Just such a saving do you make when you hire cheap teachers who hammer and pinch the children, but know no more of their business than a blacksmith of watch-making. I have always admired the law which prevails among the Icelanders. When a criminal is convicted, an inquiry is set on foot to ascertain whether his parent gave him any education. And if it is found that they neglected to do so, the parent is punished more severely than the offender. Suppose a man could, at a single blow, knock out the lights from every light-house on the American coast, would he not be responsible for the wrecks that happened during the interval of darkness? As justly is the parent responsible who fails to educate his child, when that child falls into the commission of acts condemned by the law."

We may give hereafter, further extracts from Prof. Taylor's remarks, and also from the address of Gov. Barbour of Virginia.

#### HOW LAWYERS AND PHYSICIANS MAY DO GOOD IN SCHOOLS.

About four years ago, one of the trustees of an Academy in New Jersey, during the illness of a teacher, undertook to give two lectures a week to the pupils on chemistry. Being a young man, inexperienced in such exercises, and having had no example before him for his encouragement, although his labors were entirely gratuitous, he had felt great diffidence in commencing his course: but before he had finished it, he declared that it gave him much and increasing pleasure, and that he derived much benefit from it himself. He found the pupils much gratified and very attentive; and they felt the favor more deeply, from their knowledge of the benevolence which directed his exertions in their behalf. The lecture hall became more and more a favorite place of resort; and the leisure which he had formerly spent in solitude, or without any definite plan, was now agreeably occupied, and made useful to many.

Such an example appears to us well worthy of being made known; and we hope it may serve as a hint to some of our intelligent and benevolent young professional men, whose occasional instructions might be rendered so useful in some of the common schools around them. They need not be at a loss for topics. The only difficulty to be apprehended is, in varying so far from the style of technical and scientific books and conversation, as to render themselves intelligible to the young. No difficulty, however, need arise here: for let any of us receive in our memory the feelings and the circumstances of our youth or childhood, and imagine ourselves among the pupils, and the simple, clear and plain Saxon English will naturally flow from our lips, which is the language in which they may always be addressed with success.

Let a physician sit down a while and consider, what questions about the bones, muscles, blood, lungs, heart, skin, &c. he would fain have asked in his younger days, if he could have expected satisfactory answers; and these, he may presume the youth around him are every day ready to ask, and ready to listen to. Let the lawyer recall what were his early reflections about laws, courts and trials, witnesses, officers, judges and prisons, elections, legislatures and foreign systems of government, and transfer the same curiosity to his juvenile successors, and he can be at no loss for topics with which to entertain, instruct and improve them.

Some persons may possibly apprehend, that the teachers would be unwilling to admit a lecture into their schools, where they have so much business always on hand: but experience proves that they are generally glad to have the assistance of persons more learned than themselves on such useful branches of science, and that they would derive great benefit from listening to such a lecture, or familiar course of remarks, and become better able to teach their pupils in future. The visit of a friend of education does good to a school. Teachers generally know this, and are happy to acknowledge it. If he brings important instruction with him, especially in relation to subjects of such moment as the organization and operations of the bodily frame and the bodily politic, his calls must be doubly welcome, gratifying and beneficial.

#### EDUCATION AMONG THE WALDENSES.

We have been much interested in an article on the Waldenses in the Quarterly Christian Spectator for November, 1848, written by the Rev. Mr. Baird. We know not where to point to a finer instance of well directed effort in the cause of humanity than in the conduct of Colonel Beckwith to this people. This gentleman, it seems, is a British officer, who lost a leg at the battle of Waterloo, and was, on that account, obliged to quit the active service of his country. It does not appear what induced him to visit the Waldenses in the first instance, but for the last eight years he has made their valleys the theatre of his benevolence. He spends his summers in England with his mother and sisters, and his winters in Italy. His first object was to complete a hospital which had been commenced some years before, as a refuge for the sick, the poor, and the stranger. It is large enough to accommodate from thirty to forty inmates.

His next object was to erect a handsome and convenient building for a college in a central part of the country, and to establish an academy or high school in the chief village in every one of the fifteen parishes into which the population is divided. The college and the school are now in operation.

"But a far greater enterprise was undertaken by him, which was to have a school house built in every district throughout the whole territory of the Waldenses. This enterprise is now in progress. The number of school houses, when all shall have been erected, will be, as Col. Beckwith told us, one hundred and sixty. They are all to be built of stone, plastered outside, white-washed, and covered with slate. They are to be large enough to hold from twenty-five to forty scholars. Nearly ninety of these school-houses are already built; and the whole will be erected before long. And when the whole one hundred and sixty shall have been built, then, we have no hesitation in saying it, this little community will be better supplied with handsome and convenient school-houses, than any spot on this globe, of equal extent, so far as our knowledge extends. As it is, many parts of the country are ornamented with these little white temples, consecrated to teaching 'the young idea how to shoot.'

"And here we ought to state, that in no case has Col. Beckwith carried on his benevolent enterprises at his own sole expense. His plan has always been to propose to the people, that if they will undertake to accomplish this or that desirable object, he will contribute so much towards its accomplishment. This he did in erecting the college, in building the parish school-houses, and in erecting the dis-

trict school-houses. In this way he has secured their interest as well as their co-operation. And although, through the cheapness of labor in that country, these various enterprises have cost far less than they would have cost in almost any other country, yet we speak advisedly when we say that the liberal Colonel has probably paid, or will have paid by the time all is accomplished, at least the sum of twenty thousand dollars!

The next enterprise which this excellent man intends to attempt, if God spare his life, is the establishment of a school, or, seminary, for the education of the teachers for the schools throughout the community. This he feels, and justly, to be essential to the success of all the other parts of his educational scheme. When this shall have been accomplished, and when he shall have brought up the people, by his efforts, to sustain these schools, he thinks he will have accomplished all his plans in relation to education. His object is to make this little community a sort of *nursery*, where many youth may grow up like plants, and who, if God should pour out his spirit upon them, may go forth to flourish in other lands, and especially in France, as ministers of the gospel, or as useful men in other professions. Could any thing be more beautiful, or more important? Who will not offer a sincere prayer to God for the success of these philanthropic plans and enterprises?"

When will the pecuniary and personal benevolence of our wealthy christians (Col. Beckwith is not in the enjoyment of a large fortune) be turned into the broad and thirsty channel of popular education at home?

#### COMMON SCHOOL EDUCATION SHOULD BE PRACTICAL.

We should aim at something, in common school education, which is very apt to be missed in the college course, and perhaps no less frequently in private schools and academies. We mean a proper preparation for the real business of life. We feel confident, that if the question were put to most of our readers, they would say, at least after giving the subject some consideration, that in our institutions of different classes, the pupils are not sufficiently prepared to use the knowledge they acquire. That our common schools should be so conducted as to keep this object prominently in view, we think, will not be questioned. How it may be done is well worth enquiry.

One important means, in our opinion, may be, to bring and keep before the mind of the pupil the great fact, that the rules and methods which he is taught in the various departments of learning, instead of being merely curious plans or processes, are of great utility, and are inculcated because they are so. He should never lead a child to suppose them a mere set of abstractions, valuable for no practical application, and brought forward only to puzzle him: neither should he be left exposed to form such a conclusion or suspicion. Many of the pupils now in our schools, we fear, have no better opinion of them than this; and not a few adults, it is probable, still carry with them such impressions in later life.

Not long since, a gentleman mentioned to us, that while laboring to understand the reasons on which the Rule of Three is founded, he was once applied to his teacher—a New England common school instructor—to be informed; when he was met with that disheartening and stultifying answer. "It is so; and that is enough. Don't you see, the arithmetic gives the rule? Go to your seat: nobody ever asks the reason of it." It need not be wondered at, that he never ascertained that there was any explanation to be found for the process of "multiplying the second and third terms, and dividing by the first," until he was past twenty years of age.

Another step to be taken is, to show the practical application of the branches taught to the business of life. And how easily may this be done! When any question presents itself which involves a common mathematical calculation, the teacher, with the loss of but a moment or two, may sometimes state it to a whole school, and ask a solution, enquiring by what rule it is to be obtained, why one rule is applicable and not another; and then have the different stages of progress intelligibly explained. Such exercises, occasionally repeated, would have a direct tendency to convince the younger as well as the older pupils, that arithmetic is a convenient, useful and necessary branch of knowledge. They will soon perceive that it is in daily requisition with persons of all classes; that, although the processes may be silently performed, they lead to important results; and that a ready and thorough acquaintance with them must give one a decided advantage over the ignorant.

Particularly are such exercises necessary in the more advanced and difficult rules of arithmetic, because they are not so

likely to come into use through the exigencies of mature life. Few, very few, even of well educated men, ever use the rules of Fractions; and as little are square and cubic measure, gauging, &c. applied to practical use in business, except by persons whose business imperatively requires it of them, and whose apprenticeship, or imperative necessity obliges them to resort to those processes. These and other rules are studied for months or even years by many of our youth, who will probably soon disuse and forget them. And this is the end to which those who proceed farther usually consign the knowledge they have acquired of Algebra and Geometry.

To enable pupils to understand and retain the rules of arithmetic, as well as those of other branches of knowledge, the principles should be clearly, pointedly and frequently explained and illustrated; and, so far as may be, one pupil should be occasionally set to test his own knowledge by teaching others.

#### HISTORY.

History is a branch of instruction which ought to be introduced into all our public schools, and, if possible, without delay. We do not mean that a full course should be at once crowded in among the studies usually taught. Neither do we mean that a great amount of time should be allowed to it. This might and should be done in some cases; for there is much waste time spent in many schools which ought to be occupied in some manner; and many a youth would be gratified as well as benefited, if taken through an appropriate course of historical instruction.

But what we wish to suggest and urge here is, that something be done in all our schools, to give the pupils general ideas of the grand events in human history, in their order. There is perhaps no other branch of knowledge more desired by those who do not possess it, and none more valued by those who have it in a clear and available form. History is unhappily taught very ill, in the vast majority of instances; and its real value is therefore very generally underrated. Few of our best educated youth, it is to be feared, go into the world with very clear and distinct views of the importance, relations or succession of events; and fewer still with those conceptions of history which ought to be inculcated, apprehended, and perpetually recurring to and acted upon, in a christian country. There is a great difference between impressing upon the mind of a pupil an outline of events in the manner and with the sentiments of the Grecian or Roman Historians, and their modern imitators, and holding up the character and the progress of man from the creation, in the light in which the scriptures present them. The former is a heathenish method, dark, gloomy, and calculated to mislead the judgment, as well as to pervert the heart. The other points to God as the ruler and judge of all, to the world as made for man, and him as lord of the terrestrial sphere, yet accountable to Him in whom he lives and moves and has his being. There is no more ennobling range of contemplation offered in the round of learning, than that which history spreads to our view, when studied by the aid of revelation. The reason is because none shows more plainly or magnificently the existence, character and attributes of God. To a mind well versed in such views of history, and fond of indulging in the contemplation, admiration, love and worship of the Almighty, there must be a never failing feast continually prepared. It can turn with ease, at any moment of leisure, and cast a glance back on past ages, recalling prophecies and fulfillments; marking again those spots in the earth where great events have occurred, and bearing in the memory the condition of contemporaneous nations; and the providence of God may be kept in mind, as displayed in the development of events from the creation to the present period.

How desirable it is that all our youth now in school should be impressed with such views of past time, let those who entertain them, and who are best able to judge, be called on to estimate. It is a matter of public interest, of import to the country, that they should be taught to view the hand of Providence in the history of our ancestors, in the establishment and preservation of our institutions; and especially that they should learn habitually to value that book of divine origin which teaches the only true views of history which man has ever taken.

The question may be asked by some teachers, how shall we begin, and how shall we proceed, on a plan of scripture instruction, which appears to differ from many of those most common-

ly pursued both in schools, academies and colleges? The answer may be briefly returned—begin, proceed and close by representing strongly to your pupils, that God has made and governs and will judge all men; that he has given laws which men and nations are bound to obey; that there is a disposition to depart from him, and to renounce his authority; that both the Jews and many heathen nations have proved his truth, power and justice in punishing them; that He has foretold, thousands of years ago, events which have since most wonderfully come to pass, and proved his foreknowledge; that all history was in his mind before it became developed; and that he knows the future, both with respect to our own country and others, to the end of the world. Let the Bible be always spoken of, as the oldest, most authentic and only perfect history, and as containing principles which we ought to regard and apply in relation to all other histories. The defects of heathen historians should be clearly stated and often alluded to; and the Greek, Roman and Infidel writers should be treated as children in comparison with those who represent the true God as the governor of the universe.

When the first chapter of Genesis is to be read, call the attention of the whole class or school to it, as the most ancient writing in the world, by hundreds of years; and ask, whether it is not a great privilege to the children of our country to have it, in their own language, and in a cheap and convenient form, as well as in abundance.

Extracts from the Paris Manual Generale de l' Education Pri maire. (Translated and abridged for the Connecticut Common School Journal.)

#### INSTRUCTION ON THE CARE OF HEALTH.

The central committee of instruction have resolved that special lessons on the care of the health shall be given in all the municipal schools in Paris, once a week at least. A book has been prepared for use in the schools, at the request of the committee, and which all printers are allowed to publish without the payment of any copyright. Another work for the teachers is also to be prepared. In each lesson, some important principle is to be explained and illustrated in a familiar manner, after which questions are to be put to the pupils. According to the general plan of the mutual and simultaneous systems, the lessons will be first read to the 7th and 8th classes; next dictated to them for writing lessons; and afterwards learnt by heart by the first six classes.

The Prefect of La Seine, (including Paris,) has been requested to attend this branch of instruction to the female schools. "Nobody," remarks the Manual, "questions the utility of this branch of instruction; and we hope that some of our large cities will imitate the example of the capital."

**Education of Teachers.** The examination of teachers for certificates is conducted with much strictness in many parts of France, as may be inferred from the small number of successful candidates. At Nancy, only ten received certificates out of fifty six, who offered themselves as elementary instructors. At Bar-le-Due, seven out of forty-seven. A committee in Vosges, who had forty-two applicants, rejected twenty-five of them, for deficiency in grammar, &c. and seven for ignorance of arithmetic. At Pau, in the Lower Pyrenees, the following report of an examination was made.

"This session has afforded but little interest. No candidate for the higher degree appeared; and, out of 14 aspirants for the certificates of primary teachers, only one was successful. He was an old man of seventy, who had performed the duties of a teacher for more than fifty years. The committee also examined 12 female teachers, but authorized only three of them to teach. The examinations this year have shown no improvement; and we can hardly promise ourselves any, while the department is without a normal school for female teachers. Most of the applicants show intelligence, but it is evident that their studies have been ill directed."

In Landes, two young men who could not produce certificates of morality, after a discussion among the committee, were admitted without them. The Bulletin Universitaire condemns this as forbidden by the regulations.

The committee of Nismes say, that a candidate, in other branches well qualified, was rejected because he had so much neglected the study of religion, that he was ignorant of the most common principles. The committee gave notice, that they would always be very strict on this point.

At Bordeaux, only four candidates were received out of 15: viz. 1 for higher schools, and 3 for the elementary. The strictness of the committee is wisely increased, says the report, as the schools became better supplied with teachers.

One of the four successful candidates at Clermont, had been educated at the Normal School, and was much more than qualified, while the others barely passed the examination.

**A worthy teacher.** The French journals of instruction occasionally notice, with approbation, teachers whose conduct has been uncommonly exemplary, like the following. Mr. Hutlemin, a communal teacher (that is, master of a town school,) at Boulogne, began his useful career in a village containing only 800 inhabitants, but collected a school of 80 children. He entered the Normal School of Versailles, at its first opening; and while engaged in his studies there, had the instruction of an hundred soldiers in grammar, who answered the most difficult questions at an examination, after receiving only forty lessons. He taught the town school of Poissy after leaving the normal school, and increased the number of pupils from 40 to 100. He gave a course of instruction to the teachers of the canton, and was appointed by the committee of the canton to inspect the schools, and to solicit a more liberal payment of the teachers, and money for the improvement of schools. In all this he was successful; and he procured the establishment of a school in a remote hamlet, where there was none before.

In 1833 he opened a gratuitous course of instruction for adults at Poissy, and taught 60 pupils. His brother teachers soon began to imitate his example; and the Versailles society for the encouragement of gratuitous instruction awarded a premium to the teachers of that canton. He was then employed to open a new course of instruction for teachers. He has received gratuitously into his house several young men, and prepared them to attend the normal school; and this practice he continues. In 1834, he became teacher of the town school of Boulogne, at its commencement; and, although a pay school, and near several free ones, he has above 200 pupils, many of whom distinguished themselves at a recent examination. Last winter he gave a gratuitous course of instruction to 125 adults.

"It is impossible," says the Manual, "to estimate the sacrifices of different sorts, which this teacher has voluntarily submitted to, that he might give to his young friends, paper, books and even clothes. He now feeds two poor children, whose father is in the hospital, and their mother in the grave."

#### ADDRESS MADE AT A FRENCH PUBLIC SCHOOL.

Prizes of different kinds are occasionally awarded at the schools and colleges, to the most advanced pupils, and the occasions are made public. The spirit of emulation which is thus excited and fostered, undoubtedly produces serious evils, and has been renounced and condemned by many of the most judicious teachers in this and other countries. Some friends of education, teachers, &c. are still favorable to it, and the principle is countenanced in the French Schools. At a recent distribution of medals in a school of mutual instruction in Paris, (No. 11,) founded by the Dutchesse of Duras, Monsieur Michelot, one of the most active friends of education in that city, made an address, which contains some sound and excellent sentiments. We translate, for the readers of the Connecticut Common School Journal, the following passages.

"The pupils of this school who have not yet completed their studies, will continue to enjoy the daily instructions of a devoted teacher. But not to those who are about to leave their companions, and to begin their apprenticeship to different trades. To the latter principally I shall address some advice, founded on long experience, and dictated by the interest which I take in their future welfare.

\* \* \* "In some countries the people have preserved the precious custom of reading the Bible and praying in the family every evening. I wish I might see it general in all parts of France." \* \* \* "Cherish and respect your parents, obey them in every thing, not contradictory to the law of God, against which no human will ought ever to prevail. You must assist them in their labors, take care of them in sickness, comfort them in affliction, wait on them and feed if they are sick and poor. Apply yourselves closely to your trades, with all your power and mind, that you may the sooner relieve them of the burthen of supporting you, and the sooner be able to assist

them. Remember that the careless and lazy apprentice commits a real robbery on his parents and his master.

"To your companions be kind and obliging. Assist to your utmost those who may suffer from undeserved misfortunes; and be careful to join associations for mutual assistance, which are so useful to mechanics and laborers. Without pretending to dictate to your comrades, give them good advice, and listen with respect to theirs. Let your character be decided without rudeness; and suffer not bad counsels nor dangerous examples to turn you from your duty.

"To those who would excite your envy or hatred against the rich, by comparing their condition with yours, I advise you to reply in words like these. A religious, honest, economical and skillful working-man, is always sure of a comfortable living and the esteem of good men; most of those who complain of their lot owe their misfortunes to their indolence or ill conduct; if they would put the money they waste on Mondays, into the Savings Bank, they would always have some in reserve for sickness, or when work is scarce; and they might even give in charity for the education of orphans, like those high spirited working-men who form benevolent associations, you may say to them also, that in France, rich men are taxed for the public expenses in proportion to their fortunes; and that many of them gratuitously devote a part of their time and income to the education of children and adults, and the alleviation of human sufferings. Every condition, you may tell them, every situation in life, has its pains and troubles; and if they knew those which are suffered by the persons whom they envy, they would hardly even be willing to change places with them. Happiness consists not in having every thing we desire, but in desiring nothing which we cannot have. You may tell them in fine, that a true Christian does not expect blessings from men, but from God, who takes no account of rank or riches.

"In making choice of a trade, consult your parents, or protectors, my young friends. If you have the happiness to have a father living, content yourself with following his business, if he wishes it, at least if you have not a decided aptitude or inclination for some other. There is no business into which improvements may not be introduced. Seek to make some in yours. You may benefit the public, as well as yourself, and perhaps receive some of those rewards from the government which it bestows every year for the encouragement of industry.

"I recommend to your order, neatness and politeness in manners and language. A young man well educated, in whatever station of life, can never be out of his place. What pleasure or benefit can be derived from being dirty, gross or rude, or from using profane or low language? In Paris working-men are commonly distinguished by a quiet and decent exterior; and often might serve as good patterns to those young fops who despise politeness as the folly of old times."

#### EDUCATION IN ALBANY.

We are indebted to a letter from one of the most liberal and devoted friends of our Common Schools, for the following valuable information.

Probably no city in the Union has evinced a more enlarged spirit on the subject of education and in none is this cause on a more liberal footing, than in the City of Albany. As a citizen of Connecticut, I feel a deep interest in her good institutions, but especially in her schools; and whilst spending a short time in this city, having collected the following facts, I communicate them for publication in your paper, that an example so worthy of imitation may be held up to the people of the state.

I will mention the several institutions in the order in which they were established, viz:

1st. *The Lancaster School.* Established in 1810, cost of building 25,000 dollars, exclusive of the lot. It was erected at the expense of the city. The edifice is of brick and is a fine specimen of architecture. It will accommodate 500 pupils, besides affording a convenient dwelling for the principal, and room also for the family of the house-keeper. This institution was in successful operation for twenty-five years, when it was found necessary, owing to the increase of the city, to erect houses in different districts, and this building was given up and has since been converted into a Medical College.

2nd. *The Albany Academy, for boys.* Established in 1813. Building erected at the expense of the city, and cost 90,000 dol-

lars, besides the lot. It is constructed of beautifully cut red free stone, and is in a commanding situation, with a fine park in front, and is altogether a noble specimen of taste and liberality. It affords abundant accommodations for 3 or 400 boys, with lecture rooms, library, an extensive cabinet, a large room for public examinations, &c. The two wings afford convenient dwellings for the principal and one of the Professors, and the basement for the Janitor or house-keeper. This institution has continued in successful operation from its commencement and now has upwards of 300 scholars, with nine professors and teachers. No care or expense is spared to secure competent instructors. Doct. T. R. Beck, whose literary and scientific reputation is well known both in our own country and Europe, has for twenty-three years been the principal, and ably assisted by Professor Ballions, in the Languages, and Professor Ten Eyck, in Mathematics. Total amount paid instructors annually, 6,471 dollars. Value of Philosophical apparatus 2,213 dollars.

3d. *The Albany Female Academy.* Commenced about 1820. Present building erected in 1833, and cost 32,500 dollars. It is a beautiful edifice built of brick, stuccoed in front, with a fine portico, and its architecture, proportions, neat finish and admirable adaptation to the purpose to which it was intended, meet the approbation of all who examine it. It affords ample accommodations for 350 pupils, which is the present number. There are convenient rooms for Library, Philosophical apparatus and recitations, besides a large room for a chapel and lectures. Each pupil has a separate desk and chair. There are three libraries, viz: one for the 6th, or lowest department, of 114 volumes,—one for the 4th and 5th departments, of 210 volumes, and one for the 1st, 2nd and 3d departments, of 6000 volumes. Number of permanent teachers fifteen, besides teachers of drawing and music. Amount received for tuition in 1838, 10,169 dollars. Mr. Alonzo Crittenton has been for many years the principal of this institution, and its steady growth, and its present high reputation, afford the best evidence of his ability. The whole expense of this establishment has been defrayed by individual subscriptions.

4th. *Albany Female Seminary.* Building cost 7000 dollars, all paid by individual subscriptions. The building is a plain substantial and convenient edifice of brick, and will probably accommodate 150 pupils. Present number of pupils 60, teachers 5. Amount received for tuition in 1838, 1260 dollars.

5th. *Pearl Street Academy, for boys.* Building and lot cost 16,000 dollars, erected by individual subscriptions. This is also a well built, convenient edifice of brick, capable of accommodating 200 pupils. Its local situation and other circumstances have hitherto interfered with its prosperity.

6th. *District School Houses.* During the present year, there have been erected nine large, convenient and ornamental buildings of brick, for Common School Houses. Each house will accommodate 150 pupils, besides affording a residence for a teacher and his family. The cost of the whole was 25,000 dollars, which was paid by the city.

#### RECAPITULATION.

Lancaster School,	\$25,000
Albany Academy, for boys,	90,000
do. Female Academy,	32,500
do. do. Seminary,	7,000
Pearl Street Academy, for boys,	16,000
District School Houses,	25,000
Total,	\$195,500

The above is exclusive of Libraries, Philosophical Apparatus, and also exclusive of very considerable expenditures that have been made from time to time, for Infant and Common Schools, and for small temporary establishments in various parts of the city.

It will be observed that the whole amount is for buildings alone, and including no ornaments.

All the institutions share in the public money, for their support, but the tuition is paid principally by the parents or friends of the children, and a laudable ambition exists amongst all classes to have their children instructed. In the Academies, may be found the children of the mechanic and laborer as well as those of the most wealthy and distinguished of the citizens,

\* Several of his assistants have been a long time in the Academy, and are deservedly distinguished.

and such a system is carefully pursued, as awards the honors to the most meritorious.

The great secret of the prosperity of Education here, is in the fact, that some of the best and most influential citizens, have deemed it one of the most important objects to which they could devote themselves. They have not only given their names, but their time and influence. Year after year may they be seen at all meetings for business, attending examinations, soliciting money, superintending buildings, &c. &c. The School Houses and Academies, instead of being cheap buildings, in bye places, are amongst the most conspicuous objects and are justly the pride of the city. The children themselves are thus made to feel that education is of the first importance, and that the eyes of the community are upon them. The good effects of all this have begun to be realized, in the character of the youth now coming into active life, and those who have thus liberally devoted their personal efforts, their influence and their money, are reaping a rich reward.

Albany, Dec. 14, 1838.

#### MASSACHUSETTS.

We are indebted to the politeness of Gov. Everett, and the Hon. Horace Mann, for copies of the "Second Annual Report of the Board of Education, together with the Second Annual Report of the Secretary of the Board." They make a pamphlet of 79 pages, 8 vo. We shall enrich our paper with copious extracts.

##### *Normal Schools.*

A considerable portion of the first Report of the Board, is devoted to a statement of what was done towards establishing normal schools under the Legislature of last year. Our readers are already apprized of their action in this respect.

##### *School Library.*

The Board have regarded the law of the 12th of April, 1837, as the necessary result of the school system of Massachusetts, as it has existed from time immemorial. The previous want of a regular provision for school libraries, must be considered a serious defect in that system. To what avail are our youth taught to read, if no facilities exist for obtaining books? The keys of knowledge are useless to him who has no access to the volumes to be unlocked. Although it is certainly true, that no part of our State is wholly deficient in valuable works of science and literature, yet it must be freely confessed, they do not exist in such plenty as could be desired. In a portion of the towns, there are social libraries. These, it is believed, generally depend on the precarious support of annual subscriptions, and are, too many of them, in a neglected and declining state. They can, of necessity, be conveniently accessible only to that portion of the population who live near the place where they are deposited. Where they are kept up and supplied with a selection of the valuable works daily issuing from the press, they are universally admitted to be blessings to the community.

By the act of 12th of April, 1837, the Legislature has put it in the power of every district in the Commonwealth to possess itself of this blessing; and the Board regard it as a very interesting part of their duty,—to do whatever may be in their power to facilitate the execution of this law. Among the causes, it is supposed, which have hitherto prevented the districts from availing themselves of the authority to commence the formation of these libraries, is the difficulty of making the selection;—a difficulty of considerable magnitude, when but a small sum is to be expended, and it is necessary to send to some distant place for a supply of books. To remove this obstacle in some degree, the Board of Education determined, at an early period of the present year, to recommend to some respectable publishing house to issue from the press a collection of works as a common school library, to consist of two series; the one adapted for the use of children, the other for a maturer class of readers. The proposal has been acceded to by Messrs. Marsh, Capen & Lyon, of Boston.—The enterprise is to be entirely at the expense and risk of the publishers who agree to execute the works in a style, and to furnish them to those who may choose to become purchasers, at a rate, to be approved by the Board, and which was ascertained to be the lowest, at which an arrangement could be made for its satisfactory execution. Each book in the series is to be submitted to the inspection of every member of the Board, and no work is to be recommended, but on their unanimous approval. Such a recommendation, it was believed, would furnish a sufficient assurance to the public, that a sacred adherence would be had to the principle, which is embodied in the Legislation of the Commonwealth, on the subject of school books, and which provides that "school committees shall never direct to be purchased, or used in any of the town schools any books, which are calculated to favor the tenets of any particular sect of Christians."

It will remain entirely optional, with the school districts, in availing themselves of the authority conferred by the Act of 12th of April, 1837, whether they will purchase the books recommended by the Board. It is by the law left with the discretion of the districts, what rules and regulations may be adopted for establishing and maintaining the libraries authorized to be formed; and the Board have as little inclination as right to encroach on the exercise of this discretion. It is their purpose only to assist and encourage the publishers in the selection and publication of a series of volumes, well adapted for the use proposed, to consist of a portion of the most approved works in science and literature, with which our language is enriched, executed in a style, and afforded at a price, which will put them generally within the reach of the school districts of the Commonwealth. The Board have great satisfaction in stating, that, in the preparation of a portion of the books to be published as a common school library, the publishers have been led to expect the assistance of many of the most distinguished writers of our own country.

[Extracts from Mr. Mann's Report.]

##### *Condition of Common School Education in 1837.*

It appeared from facts ascertained during the last part of the year 1837, and communicated by me to the Board in the report of Jan. 1, 1838, that the Common School system of Massachusetts had fallen into a state of general unsoundness and debility; that a great majority of the school-houses were not only ill-adapted to encourage mental effort, but, in many cases, were absolutely perilous to the health and symmetrical growth of the children; that the schools were under a sleepy supervision; that many of the most intelligent and wealthy of our citizens had become estranged from their welfare, and that the teachers of the schools, although, with very few exceptions, persons of estimable character and of great private worth, yet in the absence of all opportunities to qualify themselves for the performance of the most difficult and delicate task, which, in the arrangements of Providence, is committed to human hands, were, necessarily, and therefore without fault of their own, deeply and widely deficient in the two indispensable prerequisites for their office, viz., a knowledge of the human mind, as the subject of improvement; and a knowledge of the means best adapted wisely to unfold and direct its governing faculties. To expect, that a system, animated only by a feeble principle of life and that life in irregular action, could be restored at once to health and vigor, would be a sure preparation for disappointment. It is now 20 years, since the absolute government of Prussia, under the impulse of self-preservation, entered upon the work of entirely remodelling their Common Schools, so as to give them a comprehensiveness and an efficacy, which would embrace and educate every child in the kingdom. In this undertaking, high intelligence has been aided, at every step, by unlimited power; and yet the work is but just completed;—in some places and in some circumstances of detail, I believe, not yet completed. Their engine of reform is the command of the sovereign, enforced by penalties; ours is the intelligence of the people, stimulated by duty. Their plan has the advantage of efficiency and despatch, but it has this disadvantage, that what the ruler may decree to-day, his successor may revoke to-morrow: ours has the disadvantage of slowness in execution, but the compensatory advantage of permanency, when accomplished. Besides, if our schools are voluntarily advanced, through the intelligence of the people, the agents themselves will be benefited, almost as much as the objects. These considerations ought to satisfy those persons, who seem impatient of delay and who think that any Board of Education could reanimate our system in one, or even a few years.

##### *Improvement of Common Schools in Nantucket.*

In my circuit this year, Nantucket was the first place visited. The town contains almost 10,000 inhabitants. When there, the previous season, there was but one set of public schools for all the children. To them only children over the age of six years were admitted, and no public provision existed for the education of those below. During the last year, the town has established two primary schools for small children, and also a school (as it is denominated in the statute,) for the benefit of all the inhabitants of the town. To the last, pupils are admitted on passing an examination in the branches, required to be taught in the middle or secondary schools. The organization, therefore, is now perfect. The small children are provided for, by themselves. This is an advantage, which can hardly be over-estimated. For the purpose of preserving order and silence in schools, composed of scholars of all ages, it becomes almost necessary to practice a rigor of restraint and a severity of discipline upon the small children, which is always injurious and often cruel. The youngest scholars are, constitutionally, most active. Their proportion of brain and nervous system, compared with the whole body, is much the greatest. Their restlessness does not proceed from volition, but from the involuntary impulses of nature. They vibrate at the slightest touch; and they can no more help a responsive impulse at every sight and sound, than they can help seeing and hearing with open eyes and ears. What aggravates the difficulty is, that they

have nothing to do. At a time, when nature designs they shall be more active, than at any other period of life, a stagnation of all the powers of body and mind is enforced. But while the heart beats and the blood flows, the signs of life cannot be wholly suppressed; and therefore, the steady working of nature's laws is sure to furnish the teacher with occasions for discipline. If it would be intolerably irksome for any of the large scholars to sit still for half a day, in a constrained posture, with hands unoccupied, and eyes looking straight into vacancy, how much more intolerable is it for the small ones? Hence the importance of having such a gradation of schools, in every place, where it is practicable, as has been lately established in Nantucket. Another invaluable advantage of having three grades of schools is, that while it diminishes, at least one half, the number of classes in each school, it increases the number in each class, and thus allows the teacher to devote more time to the recitations and to the oral instruction of his enlarged classes. Another point, of great importance to the schools, was well illustrated in the change at Nantucket. When I was there in 1837, a private school was in operation, kept by one of the most accomplished instructors in the State, and sustained at great expense to its patrons. When the arrangement, above referred to, was made, this gentleman was employed by the town to keep the town school. The private school was, of course, given up; but he carried with him, into the town school, most of his former pupils. And he now educates many others, who could not afford the expense of the private school. Although, in such cases, the compensation of the teacher may not be quite as great, nominally, yet it will probably be worth as much; as he will receive it directly from the town, in regular instalments, and will have none of the trouble of collecting bills.

Within the last year, also, every school-house in Nantucket has been provided with a good ventilator, and with new and comfortable seats. This leaves little to be desired in that town, in regard to the places, where the processes of education are carried on. Competent teachers, fidelity in the committee, suitable school books, libraries and a good apparatus, and bringing all the children within the beneficial influences of the school, will complete the work.

For the town school, an extensive and valuable apparatus has been provided, and also some of a less costly description, for the primary schools. To accomplish these praiseworthy purposes, the town, last year, almost doubled its former appropriation.

#### *Improved School-house in Salem.*

Another highly gratifying indication of increased attention to the welfare of the schools, has been given by the city of Salem. A year ago, the school-houses in that city were without ventilation, and many of them with such seats as excited vivid ideas of corporal punishment, and almost prompted one to ask the children, for what offence they had been committed. At an expense of about \$2000, the seats of all the school-houses, except one, have been reconstructed, and provisions for ventilation have been made. I am told, that the effect in the quiet, attention and proficiency of the pupils, was immediately manifested.

#### *Comparative Health of Children, as affected by good, or bad School-houses.*

A highly respectable physician, who, for several years, has attended to the actual results of bad internal arrangements, with bad locations for school-houses, upon the health of the pupils, took measures, during the past summer, to ascertain with exactness, the relative amount of sickness, suffered by the children, in a given period of time, in two annual schools. The schools were selected on account of their proximity, being but a short distance from each other; they consisted of very nearly the same number of children, belonging to families in the same condition of life, and no general physical causes were known to exist, which should have distinguished them from each other, in regard to the health of the pupils. But one house was dry and well ventilated; the other damp, and so situated as to render ventilation impracticable. In the former, during a period of 45 days, five scholars were absent from sickness, to the amount in the whole of 20 days. In the latter, during the same period of time and for the same cause, 19 children were absent, to an amount in the whole of 145 days;—that is almost four times the number of children, and more than seven times the amount of sickness; and the appearances of the children not thus detained by sickness, indicated a marked difference in their condition as to health. On such a subject, where all the causes in operation may not be known, it would be unphilosophical to draw general conclusions, from a particular observation. No reason, however, can be divined, why this single result should not fairly represent the average of any given number of years. Similar results for successive years, must satisfy any one, respecting the true cause of such calamities; if, indeed, any one can remain sceptical in regard to the connection between good health and pure air.

#### *Model School in Boston.*

The committee who take charge of the Primary Schools in the

city of Boston, established, in the month of September last, a "Model School." To this school it is intended to devote an unusual share of attention. It is under the immediate supervision of gentlemen, intelligent and highly interested in its success. Their object is to select the best books, to learn, as far as possible, the true periods of alternation between study and exercise for young children, and to improve upon existing processes for moral and intellectual training. When their plans are somewhat matured by observation and experience, it is their intention to bring the teachers of the other Primary Schools, (of which there are more than 80 in the city,) in regular succession into this school, to familiarize them with whatever, upon experiment, shall be found to succeed well. Although it cannot be doubted, that this enterprise, under a judicious management of the committee, will prove very beneficial; yet it is hardly rational to anticipate, that it will supersede the necessity of a Normal School for the city.

#### *School Lectures in Boston.*

During the last summer, too, a few gentlemen in the city of Boston adopted measures to procure the delivery of a course of weekly lectures for the benefit of teachers in the city. This course commenced about the middle of October last, and still continues. Engaged, in country and city, in this voluntary and gratuitous labor, are gentlemen, who have been, or are, members of the State and National Legislatures, counsellors at law, physicians, clergymen of all denominations, experienced and long approved teachers, and some of the most popular writers in the State. All these intelligent and forecasting men, who see, that future consequences can alone be regulated by attention to present causes, are profoundly convinced, that unless juvenile feelings, in this State and country, are assiduously trained to an observance of law and a reverence for justice, it will be impossible to restrain adult passions from individual debasement and public commotion. The course of a stream, which a thousand men cannot obstruct, as it flows into the ocean, may be turned by a child at the fountain. Above, it will yield to the guidance of a hand; below, its flood will sweep works and workmen away.

#### *School Registers.*

The "Register," prescribed by the law of last winter, "to be faithfully kept, in all the town and district schools in the Commonwealth," has been almost universally, (one or two places only, so far as I have learned, undertaking to absolve themselves from a compliance with the law,) introduced into the schools, with excellent effect. Skillful teachers find it a valuable auxiliary in securing greater regularity in the attendance of the scholars. By the Report of last year, it appeared, that "a portion of the children, dependent wholly upon the common schools, absented themselves from the winter school, either permanently, or occasionally, equal to a permanent absence of about one third part of their whole number; and a portion absented themselves from the summer schools, either permanently or occasionally, equal to a permanent absence of considerably more than two-fifths of the whole number." Thus after all the labor and expense of establishing, maintaining, and supervising the schools have been incurred: after the schools have been brought to the very doors of the children; the school itself is made to suffer in all its departments, by the inconstant attendance of the children, and the children suffer, in habits and character, from inconstant attendance upon the school. Whatever diminishes this evil, is cheaply bought, though at much cost. The keeping of a daily Register is also the only means, by which the committees can be enabled to make accurate, instead of conjectural, returns, for the Annual Abstracts. The "Register" and the "Annual Abstract" are so far parts of a whole, that both should be continued or both abolished. The Abstracts are prepared as statistics for legislative action and economical science. If true, they will evince philosophical principles to be the basis of wise measures. But if false, they lead to practical errors, with scientific certainty; and they annul the chance which ignorance enjoys of being sometimes right by accident or mistake.

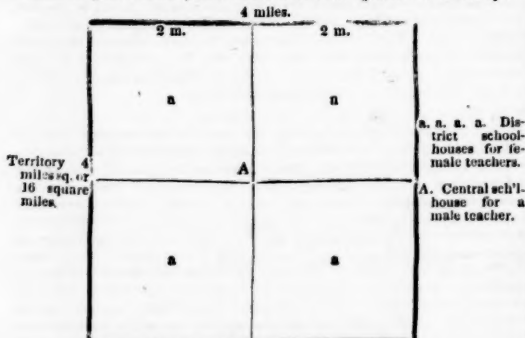
#### *Union of School Districts, and gradation of Schools.*

The report on School-houses, made by me to the Board in March last, detailing, among other things, (see pp. 30, 31,) a plan for a union of school districts and a gradation of schools, in places where the compactness of the population would allow, was followed by the act of the Legislature of April 25th, authorizing a union of school districts for the important purposes specified. A few towns have already acted upon that plan, and the public mind is earnestly called to it by the friends of education in other places. Wherever it can be adopted, it will tend to diminish the evils and to increase the efficiency of our educational system.

The following is the plan for the union of school districts, alluded to in the foregoing extracts:—

It seems not unconnected with this subject to inquire, whether, in many places out of our cities, a plan may not be adopted to give greater efficiency to the means, now devoted to common school education. The population of many towns is so situated as conveniently

to allow a gradation of the schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition one house, as centrally situated as circumstances will permit, would accommodate the population upon a territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons, whose experience attests, that they never enjoyed better health or made greater progress, than when they went two miles and a half or three miles, daily, to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of about 16 square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of 4 miles square, i. e. 16 square miles, for the younger children, there would be one central school for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of 16 square miles, or \$150 for each of the four districts. Suppose farther, that the average wages for male teachers is \$25, and for female \$12 50, per month. If, according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted; i. e. four months summer, at 12 50 = \$50, and four months winter, at \$25 = \$100;—both = \$150. But according to the plan suggested, the same money would pay for six months, summer school, instead of four, in each of the four districts, and for a male teacher's school eight months, at \$35 a month, instead of four months at \$25 a month, and would then leave \$20 in the treasury.



By this plan the great superiority of female over male training for children under 8, 10 or 12 years of age would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in the same school, which now crumbles the teacher's time into dust, would be avoided; the female schools would be lengthened one half; the length of the male schools would be doubled, and for the increased compensation, a teacher of fourfold qualifications could be employed. Undoubtedly, in many towns, upon the Cape or among the mountains, the course of the roads and the face of the territory would present insuperable obstacles to the full reduction of this scheme to practice. But it is as unquestionable, that in many others no physical impediments exist to its immediate adoption; especially, if we consider the legal power of different towns to unite portions of their territory for the joint maintenance of schools. We have not yet brought the power of united action to bear with half its force upon the end or the means of education. I think it will yet be found more emphatically true in this department of human action, than in any other, that adding individual means multiplies social power. If four districts cannot be united, three may. If the central point of the territory happens to be populous, a school-house may be built, consisting of two rooms; one for the large, the other for the small scholars; both upon the same floor, or one above the other. It ought to be remarked, that where there are two school-rooms under the same roof, care should be taken to have the walls well deafened, so that neither should ever be incommoded by any noises in the other.

#### Reading and Spelling.

From the earliest observations made on visiting schools, (and such as I have visited were, probably, above the average of schools in the state,) I have been impressed with the obvious want of intelligence in the reading classes respecting the subject matter of the lessons.

[We shall continue our extracts from this part of Mr. Mann's Report in some subsequent number.]

#### OHIO.

We give a few extracts from the very able Report of Mr. Lewis, Superintendent of Common Schools, in this great and growing State:—

#### Condition of Common Schools in 1838.

Total number of townships in the State	1227
Total number of districts reported	4882
Total number of districts not reported	3452

I have allowed the same proportion of schools in those districts not reported, as is found in the aggregate of those reported. If this does not exhibit the facts with accuracy, it is very near the actual state of the business, and certainly does not vary far from an exact information as is furnished from the reporting districts.

Whole number of youth in the State between the ages of 4 and 20 years 588,590 |

Number enrolled in common schools 186,090 |

Number in average attendance at common schools 125,329 |

Number of common schools in the state 6,880 |

Number of male teachers 4,569 |

Number of female teachers 2,946 |

Number of months common schools have been taught by male teachers 18,236 |

Number of months common schools have been taught by female teachers 10,435 |

Amount of wages paid male teachers \$263,379 |

Amount of wages paid female teachers 78,975 |

Of this sum there was derived from public funds \$209,900 |

From private subscription 132,454 |

This exhibits one practice that cannot too soon be corrected, viz: a relying too much on male teachers. There is in some parts of the State a prejudice against female teachers; hence the expense of schools is greatly increased, and the children are not well instructed in early life by males as they would be by females. Our youth under ten years of age need the care and sympathy of females to make a proper impression on their hearts as well as on their minds.

I am not willing that this table should be taken as the true condition of schools in Ohio; all that we can say, is, that it is the most accurate that could be made from the information furnished me. A large allowance must be made for omissions in the reports, and then we should add all the private schools, academies, &c. to enable us to form a correct opinion on the subject.

#### The necessity of patient and long continued effort.

One great difficulty to be overcome, is the impatience of the public. Accustomed as we are in this country, to begin and end the most important enterprises in a short time, there is danger of tiring in a work which costs years of labor, before its fruits can be fairly seen, and half an age before it can arrive at maturity. Indeed, opponents of our free institutions have prophesied that we could never begin and carry forward to completion, a great state, or national measure, because its prosecution must depend on popular opinion which they allege, is not sufficiently permanent to carry on a work requiring long continued effort. The great measures of our government, it is true, unlike most others, depend solely for their adoption, permanence and completion upon public opinion; but where that public opinion has calmly settled down upon a principle of action, and stamped its decree upon the mass of mind, it has a power and will, stronger than any government which has yet existed in Christendom, and possesses within itself a moral influence which gives it more permanence than any dynasty of any country.

If, however, we would perfect a great work, it is necessary for us to be patient and keep constantly on the advance. The order of the day is action and enterprise, parts of the atmosphere in which we live; they imperatively demand their objects; and, if not furnished in the works that are most useful, will be engaged in those less important. Such a spirit does not rest after one field is cultivated, it passes to others in rapid succession, and the most arduous objects are hailed as most worthy its exertions. This fact is fully exemplified in the work of our common schools. The history of our State is familiar to most of us. Two years ago it was evident to your body that the system had reached a point, from which it must either recede or advance rapidly; the value of education was fully appreciated, the desire for it had fixed itself too strongly on the hearts of the people to be left unsatisfied; and the question was, whether it should be diffused by common or private schools. Many had begun to tire with an imperfect plan and inadequate supplies, and were ready to abandon the system of common schools, under an impression that they could never be made to realize the advantages promised, or meet the growing wants of an intelligent people.

The question to be solved was, how the system could be so modi-

fied, as to effect the object desired, namely: the education of the great mass of the people, upon terms consistent with our condition of liberty and equality. And here we remark, that too much care cannot be taken, while we are admiring European systems, to avoid such parts thereof as are not suited to our country. It cannot be denied that there is too much of a disposition to copy from the old country. We should recollect that education there, is intended to keep up artificial and arbitrary distinctions in society; the discussion of political subjects, as those relative to civil liberty and government, is more or less prohibited, while here no such distinctions in society do or can exist, so long as our free constitution is preserved; but the utmost liberty is allowed, and even invited in discussing every subject, whether of civil, religious, literary or scientific character. As the principles of our government differ from all other countries, and our youth are born to higher privileges and responsibilities than those of any other land, so we find it important, to adopt our system of instruction in its character and influence to the free institutions under which we live.

#### *Gradation of Schools.*

I am satisfied that, as the cause advances, experience will ultimately induce the union of several districts, so as to class all the scholars, leaving the small children to be taught in sub-districts by females, and having a central school of a higher order taught by a male teacher.

#### *Character of Instruction in Common Schools.*

One error still prevails to a ruinous extent, namely: the neglect of cultivating and developing the powers of the mind, while every thing is attempted to be done by taxing memory with the weight of names and abstractions, allowing no play for thought, and exciting no interest whatever in the child's mind. It seems as if many of our teachers and book makers, from the highest to the lowest departments, forget that children have minds, and suppose that the only powers they will ever possess, are to be imparted by teachers, whereas the teacher ought to know that he cannot impart a single iota of power. The most he can do, is, to develop powers already in existence, and because the attempt has been made rather to create than to cultivate, the mind of man has, in many cases, been actually cramped and weakened rather than strengthened at school.

There is one other defect in our schools that requires particular attention, it is in

#### *Female Education.*

Men are called abroad, and to them every place and kind of business is open. Whatever may have been their defects in their early education, with industry, integrity and ordinary capacity, they can make their way through the crowd, and take their places with those born and educated to greater advantages. Not so with women; they are by the habits of their sex kept from almost all opportunities of advancing beyond the sphere of their early associations, and if there is an occasional exception to this general rule, it is remarked as extraordinary. Surely, it cannot be just to depress the daughters of our land. It may be said with truth that Ohio does not (except in a very few cases) furnish instruction for females, at all adapted to their sphere in life, or such as will be likely to elevate their views, refine their taste and cultivate that delicacy of sentiment and propriety of conduct, which the good of the country, no less than their own happiness, requires. It should be kept in mind that the females in our schools, will be the mothers of the next generation, and, what shall be the character of that generation, depends on what education we furnish to the present.

#### *School Houses.*

Nothing is hazarded in saying that at least one thousand school houses have been built and are now building under the new law, mostly brick or frame, and many of them of a superior kind, exhibiting good taste and ample accommodation. Individuals are sometimes loud in their opposition, but when the questions are tested by popular votes, the measures are carried by overwhelming majorities.

It would be money well laid out to offer a premium for the best model of two or three school houses of different sizes, adapted to districts, requiring one, two, or more teachers in the same building. It would enable the department to supply the constant calls for information on this subject from every part of the State.

#### *School Statistics.*

These are not only important to secure an honest expenditure of the school funds, and enforce a regular system of accountability, but our character as a State is concerned in avoiding the imputation, that we neglect to educate our youth. The States now exhibit their educational statistics, with as much national exultation as any other department, and though a mere boast of any ordinary achievement would be unworthy of us, yet to show how far our whole population is provided with educational advantages, is due not only to ourselves, but that our example may not be lost on other States. For, with

our present system, continued long enough to become operative, (which will require but a few years,) no citizen of Ohio need blush at a comparison of the common schools of his own State with those of any other land. In addition to this, it need hardly be observed, that correct statistics must be greatly needed, whenever propositions are brought forward from particular parts of the State, to modify former legislation on this subject. In fact, the history of popular education shows, that it has nowhere succeeded without efficient measures to secure correct statistical data on which to base legislative provisions. There is no one part of State policy that is now engaging so much of public attention, as general education, and neither commercial nor manufacturing advantages are now so generally inquired after as are those of education.

#### *Corporate Towns.*

Experience has proved the importance of organizing common schools for corporate towns on a plan different from small districts, where there can be but one school in the neighborhood; hence the powers of those towns should be extended, and the concurrence of the corporate authorities obtained in the expenditure of money for lots, houses, &c.

In connection with this subject, it is proper to notice particularly the school system adopted in Cincinnati. That city is laid out into districts containing a large number of children in each; houses are built in the several districts large enough to contain 300 scholars and upwards: there are male and female teachers in each house, and classing is adopted to a considerable extent. All the English branches are taught that are usual in our best English schools, and without drawing invidious distinctions, it may be said, that as a class of schools they are good. The rich and poor send their children, and though there are many private schools in the city, they create no division of feeling or interest. The officers are very careful in their supervision, as, indeed, the public require them to be. The increase of funds provided last winter, enables them to extend their labors, and every year increases the interest felt by the public in those institutions; they are, in fact, the peculiar favorites of the whole community.

There is no good reason why every town in the State, having a population of five hundred, should not have schools at least equally good with those of Cincinnati.

#### *Teachers.*

We have seen within this year some mournful evidences of waste, in money, intellect and morals, occasioned by the employment of teachers entirely disqualified for the work they attempt. We have found good common schools and good teachers in the poorest and most frontier counties, and some very poor schools and poor teachers in the wealthiest and oldest counties.

#### *School Examiners.*

It would be difficult to find a body of men exerting a wider and better influence on the cause of education and the character of teachers. The examination of teachers had become only a form, and a useless one in many cases. The people were greatly imposed upon by the unfounded pretensions of those who sought the business of teaching. Since the passage of the present law our courts have usually exercised a praiseworthy caution in making these appointments; the boards have organized and gone on with a zeal and ability that promises the most extensive usefulness. That there should be murmurs in some cases, we might reasonably expect; rejected teachers and their friends will, of course, be dissatisfied, but no law could be better received than this part of the school law, and by its prudent exercise we may hope for the best results. The labor is severe and thankless; but in each county a few men can be found, who, regardless of personal considerations, are ready, with real philanthropy and patriotism, to do their duty.

#### *Common School Libraries.*

This subject commends itself to the judgment of all, and is of too much importance to be any longer neglected. It is spoken of with deep interest throughout the State, and the public appear to expect some action on the part of the Legislature. New York has appropriated a sum of money to each of the districts, on condition, that they will raise in the district an equal amount for the purchase of district libraries.

#### *Duty of Ohio in reference to Common School Education.*

It is in this way, (by having free schools provided by the law for the education of all the children of the State,) only that we can furnish to our children an object of pursuit more valuable and attractive than that absorbing and indiscriminate pursuit of wealth, which threatens to blunt the noblest aspirations of piety, patriotism and philanthropy! To hold out to a free people great incitements to wealth, with the idea, that their future standing in society, must depend almost entirely on their possessions, is to set all the worst passions of our nature at work, and divide society into jealousies and parties of the most fearful portent.

In a country with institutions like ours, it will be found indispensable to erect some other standard by which our children must take their places in society, and that standard must be one within the reach of all; it must be one, too, that, in reaching ourselves, we do not necessarily overcome or put down our neighbor. There is no other standard that can be fixed, but intellectual and moral attainment. Here the race should be open to all with equal facilities, and Ohio may well congratulate herself, that in less than forty years from her birth, she is placed in a position, in reference to this subject, to which our sister States, and even Europe looks with wonder and admiration. But Ohio owes it to her children, to her common country, and to the cause of liberty and free institutions, not to cease her labors in this great work. Ohio, now at least the third State, and fast hastening to the post to the second in the Union, with a soil capable of sustaining a population equal to any of her elder sisters, and, from her position, having it in her power to occupy an eminent post in the field of literature and science, will, we hope, finish the work so well begun, by continuing to cherish and support the People's Colleges.

If we need an incentive to noble deeds, we have but to look at the works of other States. Since our last annual report, Pennsylvania has moved onward, New York has increased her school fund 50 per cent., made liberal appropriations to all her academies and colleges, and provided the means of securing a common school library in every district, thus magnanimously declaring that all the departments of learning are alike valuable, and need to be alike encouraged to make up the perfection to which her institutions aspire. Massachusetts, Connecticut and other States, are entering the lists anew; while Kentucky, Tennessee, and all other western States, are either at work, or are preparing to equal, if not surpass the examples of their elder sisters; and even the western territories are laying the foundation of common schools as the basis of every other institution.

But while we indulge in feelings of gratulation toward our beloved country, we must not forget that much remains to be done, which the bare enactment of laws can never effect. Much has been said of a system of education, without always considering that we cannot establish this in its details by legislation. Laws can provide for building houses and paying teachers, and even this but within very general limits. The people must determine what shall be taught, and how it shall be taught. The voluntary act on all the community is indispensable, and to it must belong the praise or blame of the final result.

#### NEW LONDON COUNTY.

We have long had on file a communication from a gentleman in New London, who has proved his interest in the improvement of the schools in that city, by devoting much time to them, (a kind of benevolent interest, very much needed in every city, and not too common in any good cause any where,) which we should have noticed earlier.

To his enquiries respecting *plans for school houses*, we hope he will find some valuable and practical suggestions in the series of articles now publishing under that heading. The next number will complete the series for the present. We invite, however, more particular enquiries on the subject, and will do our best to furnish practical information in reply.

"We wish also some other information—Will you or some other gentlemen tell us how we are to lay a tax to build a school house. Who is to make out the levy upon which the tax is to be laid? Upon what property?—but before you or your correspondent shall attempt to tell us, let the case of *Allen vs. Gleason*, in 4 Day 376 be read. The statute under which that decision was made, be compared with our present statutes, particularly with that approved Dec. 29, 1836.

You have a correspondent, who in a former number of the Journal, writes under the head, 'our school laws should be simple.' Will he or some other competent person look over our system and prepare a new one which will not need lawyers to explain.

#### A District Committee."

We hope our correspondent will give us and our readers, the benefit of his own examinations and experience on these topics—we know of no one more competent to draw up such an amendment of the law relating to the power and duties of school districts.

#### MIDDLESEX COUNTY.

We have heard with much pleasure of the labors of the Rev. Mr. Niles in this county—and of the cordial co-operation which he has received from several active and intelligent friends of the cause there.

We are happy to receive suggestions like those contained in the following extract from a letter by one who has acted many years as a

school visitor. We wish those who have thought on this subject, and who are practically acquainted with the workings of the present law would favor us with their views.

"I am very desirous to do something for the encouragement of those who wish to qualify themselves, suitably, for teachers. If I could secure the necessary funds, I would make immediate provision for this object on our Academy. I am persuaded that whatever is done on the subject in this State, will be better accomplished by departments in Academies, after the example of New York, than by establishing at present a 'Teacher's Seminary.'

It is my conviction that we need a new organization to give efficiency to our Common School system. Instead of committee men, and school visitors, I have thought a Board of Education, for each school society might be organized by law. Something in the following manner. Let there be a President, a Vice President for every school district, whose duties should correspond to, or embrace those of the district committee. A Secretary, as clerk and an Executive committee of three, to act as a visiting committee, and to awaken a general interest on the subject of education, by addresses, &c. The Executive committee should be paid for their services. Our present Board of visitors, consisting as it often does of nine, most of whom take little interest in the subject, is an inefficient concern, to say the least. If the number was limited to three, it would be an improvement. School societies however will appoint if left to themselves, the greatest number the law permits, and if the attempt is made to have but three appointed, it will oftentimes create suspicion against the leading friends of education. Excuse these hasty remarks,—Go on, dear Sir, in your arduous labors, and may great success with the divine blessing attend your efforts."

#### NEW HAVEN COUNTY.

We regret that we have been obliged to decline so many invitations to be present at public meetings of the friends of education, and examination of schools in this, as well as in other counties, in the course of the present month. We hope our friends, even though we do not in every instance reply to their kind invitations, will be assured that it is no thing but the pressure of engagements here at home, which keeps us away. We insert with pleasure the following communication from this county.

"I have since turning my attention to the subject of common schools, and from making inquiries abroad as well as at home, discovered many things in the system of past operations, which I am led to believe have been injurious in their consequences, and, 1st, it has been the practice (not the law) to appoint two visitors (not overseers) in each district, who would some afternoon perhaps visit the school twice, and perhaps give the teacher a *certificate*, without perhaps asking half a dozen questions, and some societies have practiced this course, until they believe it is the law! without regard to the words, *competent skill in letters*, but following the same routine as in appointing district committees, or highway surveyors.

2d. There has been a practice in some school societies of annexing members of one district to another, perhaps with a view of having their school bill a little lighter, as from a small district to a larger without even consulting either of the districts as the law requires, and having been annexed without law, they remain without law, making the rich richer, and the poor poorer.

3d. It has been ascertained that some of our school societies, have allowed their treasurer, to take from the public money, certain sums for making the dividends, although their overseers are expected to perform vastly more labor for nothing.

Query 1st. Have the inhabitants of one school society who are united with another school society to form a district, a legal right to attend and act in the meetings of that society in whose limits the school house of such district stands for the purpose of voting for overseers and the like?

2d. What course ought overseers to adopt where children are not furnished with such books as are recommended by them or with no books at all?

3d. Will you in your journal give your views as to the powers of teachers, so far as to decide whether the teacher should take cognizance of the conduct of scholars, from the time they leave their homes, until they return, or only while they are within the threshold of the school house.

#### School Committee."

We have received several communications relating to these very points, and will submit some considerations in regard to them soon.

We trust that school visitors and clerks will not fail to complete and forward the returns, by the time specified in the vote of the Board.

The report of the school visitors, required by the act of 1838, is to be made at the close of this year—but it would be very desirable if they would submit a report on the condition of the winter schools, with suggestions as to the management of the schools in summer.



and such a system is carefully pursued, as awards the honors to the most meritorious.

The great secret of the prosperity of Education here, is in the fact, that some of the best and most influential citizens, have deemed it one of the most important objects to which they could devote themselves. They have not only given their names, but their time and influence. Year after year may they be seen at all meetings for business, attending examinations, soliciting money, superintending buildings, &c. &c. The School Houses and Academies, instead of being cheap buildings, in bye places, are amongst the most conspicuous objects and are justly the pride of the city. The children themselves are thus made to feel that education is of the first importance, and that the eyes of the community are upon them. The good effects of all this have begun to be realized, in the character of the youth now coming into active life, and those who have thus liberally devoted their personal efforts, their influence and their money, are reaping a rich reward.

Albany, Dec. 14, 1833.

#### MASSACHUSETTS.

We are indebted to the politeness of Gov. Everett, and the Hon. Horace Mann, for copies of the "Second Annual Report of the Board of Education, together with the Second Annual Report of the Secretary of the Board." They make a pamphlet of 79 pages, 8 vo. We shall enrich our paper with copious extracts.

##### Normal Schools.

A considerable portion of the first Report of the Board, is devoted to a statement of what was done towards establishing normal schools under the Legislature of last year. Our readers are already apprized of their action in this respect.

##### School Library.

The Board have regarded the law of the 12th of April, 1837, as the necessary result of the school system of Massachusetts, as it has existed from time immemorial. The previous want of a regular provision for school libraries, must be considered a serious defect in that system. To what avail are our youth taught to read, if no facilities exist for obtaining books? The keys of knowledge are useless to him who has no access to the volumes to be unlocked. Although it is certainly true, that no part of our State is wholly deficient in valuable works of science and literature, yet it must be freely confessed, they do not exist in such plenty as could be desired. In a portion of the towns, there are social libraries. These, it is believed, generally depend on the precarious support of annual subscriptions, and are, too many of them, in a neglected and declining state. They can, of necessity, be conveniently accessible only to that portion of the population who live near the place where they are deposited. Where they are kept up and supplied with a selection of the valuable works daily issuing from the press, they are universally admitted to be blessings to the community.

By the act of 12th of April, 1837, the Legislature has put it in the power of every district in the Commonwealth to possess itself of this blessing; and the Board regard it as a very interesting part of their duty,—to do whatever may be in their power to facilitate the execution of this law. Among the causes, it is supposed, which have hitherto prevented the districts from availing themselves of the authority to commence the formation of these libraries, is the difficulty of making the selection:—a difficulty of considerable magnitude, when but a small sum is to be expended, and it is necessary to send to some distant place for a supply of books. To remove this obstacle in some degree, the Board of Education determined, at an early period of the present year, to recommend to some respectable publishing house to issue from the press a collection of works as a common school library, to consist of two series; the one adapted for the use of children, the other for a maturer class of readers. The proposal has been acceded to by Messrs. Marsh, Capen & Lyon, of Boston—The enterprise is to be entirely at the expense and risk of the publishers who agree to execute the works in a style, and to furnish them to those who may choose to become purchasers, at a rate, to be approved by the Board, and which was ascertained to be the lowest, at which an arrangement could be made for its satisfactory execution. Each book in the series is to be submitted to the inspection of every member of the Board, and no work is to be recommended, but on their unanimous approval. Such a recommendation, it was believed, would furnish a sufficient assurance to the public, that a sacred adherence would be had to the principle, which is embodied in the Legislation of the Commonwealth, on the subject of school books, and which provides that "school committees shall never direct to be purchased, or used in any of the town schools any books, which are calculated to favor the tenets of any particular sect of Christians."

It will remain entirely optional, with the school districts, in availing themselves of the authority conferred by the Act of 12th of April, 1837, whether they will purchase the books recommended by the Board. It is by the law left with the discretion of the districts, what rules and regulations may be adopted for establishing and maintaining the libraries authorized to be formed; and the Board have no little inclination to right to encourage the exercise of this discretion. It is their purpose only to assist and encourage the publishers in the selection and publication of a series of volumes, well adapted for the use proposed, to consist of a portion of the most approved works in science and literature, with which our language is enriched, executed in a style, and afforded at a price, which will put them generally within the reach of the school districts of the Commonwealth. The Board have great satisfaction in stating, that, in the preparation of a portion of the books to be published as a common school library, the publishers have been led to expect the assistance of many of the most distinguished writers of our own country.

[Extracts from Mr. Mann's Report.]

##### Condition of Common School Education in 1837.

It appeared from facts ascertained during the last part of the year 1837, and communicated by me to the Board in the report of Jan. 1, 1838, that the Common School system of Massachusetts had fallen into a state of general unsoundness and debility; that a great majority of the school-houses were not only ill-adapted to encourage mental effort, but, in many cases, were absolutely perilous to the health and symmetrical growth of the children; that the schools were under a sleepy supervision; that many of the most intelligent and wealthy of our citizens had become estranged from their welfare, and that the teachers of the schools, although, with very few exceptions, persons of estimable character and of great private worth, yet in the absence of all opportunities to qualify themselves for the performance of the most difficult and delicate task, which, in the arrangements of Providence, is committed to human hands, were, necessarily, and therefore without fault of their own, deeply and widely deficient in the two indispensable prerequisites for their office, viz., a knowledge of the human mind, as the subject of improvement; and a knowledge of the means best adapted wisely to unfold and direct its governing faculties. To expect, that a system, animated only by a feeble principle of life and that life in irregular action, could be restored at once to health and vigor, would be a sure preparation for disappointment. It is now 20 years, since the absolute government of Prussia, under the impulse of self-preservation, entered upon the work of entirely remodelling their Common Schools, so as to give them a comprehensiveness and an efficacy, which would embrace and educate every child in the kingdom. In this undertaking, high intelligence has been aided, at every step, by unlimited power; and yet the work is but just completed;—in some places and in some circumstances of detail, I believe, not yet completed. Their engine of reform is the command of the sovereign, enforced by penalties; ours is the intelligence of the people, stimulated by duty. Their plan has the advantage of efficiency and despatch, but it has this disadvantage, that what the ruler may decree to-day, his successor may revoke to-morrow: ours has the disadvantage of slowness in execution, but the compensatory advantage of permanency, when accomplished. Besides, if our schools are voluntarily advanced, through the intelligence of the people, the agents themselves will be benefited, almost as much as the objects. These considerations ought to satisfy those persons, who seem impatient of delay and who think that any Board of Education could reanimate our system in one, or even a few years.

##### Improvement of Common Schools in Nantucket.

In my circuit this year, Nantucket was the first place visited. The town contains almost 10,000 inhabitants. When there, the previous season, there was but one set of public schools for all the children. To them only children over the age of six years were admitted, and no public provision existed for the education of those below. During the last year, the town has established two primary schools for small children, and also a school (as it is denominated in the statute,) for the benefit of all the inhabitants of the town. To the last, pupils are admitted on passing an examination in the branches, required to be taught in the middle or secondary schools. The organization, therefore, is now perfect. The small children are provided for, by themselves. This is an advantage, which can hardly be overestimated. For the purpose of preserving order and silence in schools, composed of scholars of all ages, it becomes almost necessary to practice a rigor of restraint and a severity of discipline upon the small children, which is always injurious and often cruel. The youngest scholars are, constitutionally, most active. Their proportion of brain and nervous system, compared with the whole body, is much the greatest. Their restlessness does not proceed from volition, but from the involuntary impulses of nature. They vibrate at the slightest touch; and they can no more help a responsive impulse at every sight and sound, that they can help seeing and hearing with open eyes and ears. What aggravates the difficulty is, that they

have nothing to do. At a time, when nature designs they shall be more active, than at any other period of life, a stagnation of all the powers of body and mind is enforced. But while the heart beats and the blood flows, the signs of life cannot be wholly suppressed; and therefore, the steady working of nature's laws is sure to furnish the teacher with occasions for discipline. If it would be intolerably tedious for any of the large scholars to sit still for half a day, in a constrained posture, with hands unoccupied, and eyes looking straight into vacancy, how much more intolerable is it for the small ones? Hence the importance of having such a gradation of schools, in every place, where it is practicable, as has been lately established in Nantucket. Another invaluable advantage of having three grades of schools is, that while it diminishes, at least one half, the number of classes in each school, it increases the number in each class, and thus allows the teacher to devote more time to the recitations and to the oral instruction of his enlarged classes. Another point, of great importance to the schools, was well illustrated in the change at Nantucket. When I was there in 1837, a private school was in operation, kept by one of the most accomplished instructors in the State, and sustained at great expense to its patrons. When the arrangement, above referred to, was made, this gentleman was employed by the town to keep the town school. The private school was, of course, given up; but he carried with him, into the town school, most of his former pupils. And he now educates many others, who could not afford the expense of the private school. Although, in such cases, the compensation of the teacher may not be quite as great, nominally, yet it will probably be worth as much; as he will receive it directly from the town, in regular instalments, and will have none of the trouble of collecting bills.

Within the last year, also, every school-house in Nantucket has been provided with a good ventilator, and with new and comfortable seats. This leaves little to be desired in that town, in regard to the places, where the processes of education are carried on. Competent teachers, fidelity in the committee, suitable school books, libraries and a good apparatus, and bringing all the children within the beneficent influences of the school, will complete the work.

For the town school, an extensive and valuable apparatus has been provided, and also some of a less costly description, for the primary schools. To accomplish these praiseworthy purposes, the town, last year, almost doubled its former appropriation.

#### *Improved School-house in Salem.*

Another highly gratifying indication of increased attention to the welfare of the schools, has been given by the city of Salem. A year ago, the school-houses in that city were without ventilation, and many of them with such seats as excited vivid ideas of corporal punishment, and almost prompted one to ask the children, for what offence they had been committed. At an expense of about \$2000, the seats of all the school-houses, except one, have been reconstructed, and provisions for ventilation have been made. I am told, that the effect in the quiet, attention and proficiency of the pupils, was immediately manifested.

#### *Comparative Health of Children as affected by good, or bad School-houses.*

A highly respectable physician, who, for several years, has attended to the actual results of bad internal arrangements, with bad locations for school-houses, upon the health of the pupils, took measures, during the past summer, to ascertain with exactness, the relative amount of sickness, suffered by the children, in a given period of time, in two annual schools. The schools were selected on account of their proximity, being but a short distance from each other; they consisted of very nearly the same number of children, belonging to families in the same condition of life, and no general physical causes were known to exist, which should have distinguished them from each other, in regard to the health of the pupils. But one house was dry and well ventilated; the other damp, and so situated as to render ventilation impracticable. In the former, during a period of 45 days, five scholars were absent, from sickness, to the amount in the whole of 20 days. In the latter, during the same period of time and for the same cause, 19 children were absent, to an amount in the whole of 145 days;—that is almost four times the number of children, and more than seven times the amount of sickness; and the appearances of the children not thus detained by sickness, indicated a marked difference in their condition as to health. On such a subject, where all the causes in operation may not be known, it would be unphilosophical to draw general conclusions, from a particular observation. No reason, however, can be divined, why this single result should not fairly represent the average of any given number of years. Similar results for successive years, must satisfy any one, respecting the true cause of such calamities; if, indeed, any one can remain sceptical in regard to the connection between good health and pure air.

#### *Model School in Boston.*

The committee who take charge of the Primary Schools in the

city of Boston, established, in the month of September last, a "Model School." To this school it is intended to devote an unusual share of attention. It is under the immediate supervision of gentlemen, intelligent and highly interested in its success. Their object is to select the best books, to learn, as far as possible, the true periods of alternation between study and exercise for young children, and to improve upon existing processes for moral and intellectual training. When their plans are somewhat matured by observation and experience, it is their intention to bring the teachers of the other Primary Schools, (of which there are more than 80 in the city,) to regular succession into this school, to familiarize them with whatever, upon experiment, shall be found to succeed well. Although it cannot be doubted, that this enterprise, under a judicious management of the committee, will prove very beneficial; yet it is hardly rational to anticipate, that it will supersede the necessity of a Normal School for the city.

#### *School Lectures in Boston.*

During the last summer, too, a few gentlemen in the city of Boston adopted measures to procure the delivery of a course of weekly lectures for the benefit of teachers in the city. This course commenced about the middle of October last, and still continues. Engaged, in country and city, in this voluntary and gratuitous labor, are gentlemen, who have been, or are, members of the State and National Legislatures, counsellors at law, physicians, clergymen of all denominations, experienced and long approved teachers, and some of the most popular writers in the State. All these intelligent and foresighting men, who see, that future consequences can alone be regulated by attention to present causes, are profoundly convinced, that unless juvenile feelings, in this State and country, are assiduously trained to an observance of law and a reverence for justice, it will be impossible to restrain adult passions from individual debasement and public commotion. The course of a stream, which a thousand men cannot obstruct, as it flows into the ocean, may be turned by a child at the fountain. Above, it will yield to the guidance of a hand; below, its flood will sweep works and workmen away.

#### *School Registers.*

The "Register," prescribed by the law of last winter, "to be faithfully kept, in all the town and district schools in the Commonwealth," has been almost universally, (one or two places only, so far as I have learned, undertaking to absolve themselves from a compliance with the law,) introduced into the schools, with excellent effect. Skillful teachers find it a valuable auxiliary in securing greater regularity in the attendance of the scholars. By the Report of last year, it appeared, that "a portion of the children, dependent wholly upon the common schools, absented themselves from the winter school, either permanently, or occasionally, equal to a permanent absence of about one third part of their whole number; and a portion absented themselves from the summer schools, either permanently or occasionally, equal to a permanent absence of considerably more than two-fifths of the whole number." Thus after all the labor and expense of establishing, maintaining, and supervising the schools have been incurred: after the schools have been brought to the very doors of the children; the school itself is made to suffer in all its departments, by the inconstant attendance of the children, and the children suffer, in habits and character, from inconstant attendance upon the school. Whatever diminishes this evil, is cheaply bought, though at much cost. The keeping of a daily Register is also the only means, by which the committees can be enabled to make accurate, instead of conjectural, returns, for the Annual Abstracts. The "Register" and the "Annual Abstract" are so far parts of a whole, that both should be continued or both abolished. The Abstracts are prepared as statistics for legislative action and economical science. If true, they will evince philosophical principles to be the basis of wise measures. But if false, they lead to practical errors, with scientific certainty; and they annul the chance which ignorance enjoys of being sometimes right by accident or mistake.

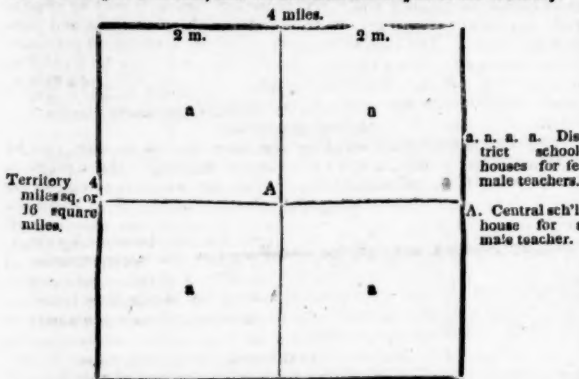
#### *Union of School Districts, and gradation of Schools.*

The report on School-houses, made by me to the Board in March last, detailing, among other things, (see pp. 30, 31,) a plan for a union of school districts and a gradation of schools, in places where the compactness of the population would allow, was followed by the act of the Legislature of April 25th, authorizing a union of school districts for the important purposes specified. A few towns have already acted upon that plan, and the public mind is earnestly called to it by the friends of education in other places. Wherever it can be adopted, it will tend to diminish the evils and to increase the efficiency of our educational system.

The following is the plan for the union of school districts, alluded to in the foregoing extracts:—

It seems not unconnected with this subject to inquire, whether, in many places out of our cities, a plan may not be adopted to give greater efficiency to the means, now devoted to common school education. The population of many towns is so situated as conveniently

to allow a gradation of the schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition one house, as centrally situated as circumstances will permit, would accommodate the population upon a territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons, whose experience attests, that they never enjoyed better health or made greater progress, than when they went two miles and a half or three miles daily, to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of about 16 square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of 4 miles square, i. e. 16 square miles, for the younger children, there would be one central school for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of 16 square miles, or \$150 for each of the four districts. Suppose farther, that the average wages for male teachers is \$25, and for female \$12 50, per month. If, according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted; i. e. four months summer, at 12 50 = \$50, and four months winter, at \$25 = \$100;—both = \$150. But according to the plan suggested, the same money would pay for six months, summer school, instead of four, in each of the four districts, and for a male teacher's school eight months, at \$35 a month, instead of four months at \$25 a month, and would then leave \$20 in the treasury.



By this plan the great superiority of female over male training for children under 8, 10 or 12 years of age would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in the same school, which now crumbles the teacher's time into dust, would be avoided; the female schools would be lengthened one half; the length of the male schools would be doubled, and for the increased compensation, a teacher of fourfold qualifications could be employed. Undoubtedly, in many towns, upon the Cape or among the mountains, the course of the roads and the face of the territory would present insuperable obstacles to the full reduction of this scheme to practice. But it is as unquestionable, that in many others no physical impediments exist to its immediate adoption; especially, if we consider the legal power of different towns to unite portions of their territory for the joint maintenance of schools. We have not yet brought the power of united action to bear with half its force upon the end or the means of education. I think it will yet be found more emphatically true in this department of human action, than in any other, that adding individual means multiplies social power. If four districts cannot be united, three may. If the central point of the territory happen to be populous, a school-house may be built, consisting of two rooms; one for the large, the other for the small scholars; both upon the same floor, or one above the other. It ought to be remarked, that where there are two school-rooms under the same roof, care should be taken to have the walls well defended, so that neither should ever be incommoded by any noises in the other.

#### Reading and Spelling.

From the earliest observations made on visiting schools, (and such as I have visited were, probably, above the average of schools in the state,) I have been impressed with the obvious want of intelligence in the reading classes respecting the subject matter of the lessons.

[We shall continue our extracts from this part of Mr. Mann's Report in some subsequent number.]

#### OHIO.

We give a few extracts from the very able Report of Mr. Lewis, Superintendent of Common Schools, in this great and growing State:—

#### Condition of Common Schools in 1838.

Total number of townships in the State	1227
Total number of districts reported	4882
Total number of districts not reported	3452
I have allowed the same proportion of schools in those districts not reported, as is found in the aggregate of those reported. If this does not exhibit the facts with accuracy, it is very near the actual state of the business, and certainly does not vary far from an exact information as is furnished from the reporting districts.	
Whole number of youth in the State between the ages of 4 and 20 years	688,590
Number enrolled in common schools	186,090
Number in average attendance at common schools	125,329
Number of common schools in the state	6,880
Number of male teachers	4,569
Number of female teachers	2,946
Number of months common schools have been taught by male teachers	18,236
Number of months common schools have been taught by female teachers	10,435
Amount of wages paid male teachers	\$263,379
Amount of wages paid female teachers	78,975

Of this sum there was derived from public funds \$209,900

From private subscription 132,454

This exhibits one practice that cannot too soon be corrected, viz: a relying too much on male teachers. There is in some parts of the State a prejudice against female teachers; hence the expense of schools is greatly increased, and the children are not well instructed in early life by males as they would be by females. Our youth under ten years of age need the care and sympathy of females to make a proper impression on their hearts as well as on their minds.

I am not willing that this table should be taken as the true condition of schools in Ohio; all that we can say, is, that it is the most accurate that could be made from the information furnished me. A large allowance must be made for omissions in the reports, and then we should add all the private schools, academies, &c. to enable us to form a correct opinion on the subject.

#### The necessity of patient and long continued effort.

One great difficulty to be overcome, is the impatience of the public. Accustomed as we are in this country, to begin and end the most important enterprises in a short time, there is danger of tiring in a work which costs years of labor, before its fruits can be fairly seen, and half an age before it can arrive at maturity. Indeed, opponents of our free institutions have prophesied that we could never begin and carry forward to completion, a great state, or national measure, because its prosecution must depend on popular opinion which they allege, is not sufficiently permanent to carry on a work requiring long continued effort. The great measures of our government, it is true, unlike most others, depend solely for their adoption, permanence and completion upon public opinion; but where that public opinion has calmly settled down upon a principle of action, and stamped its decree upon the mass of mind, it has a power and will, stronger than any government which has yet existed in Christendom, and possesses within itself a moral influence which gives it more permanence than any dynasty of any country.

If, however, we would perfect a great work, it is necessary for us to be patient and keep constantly on the advance. The order of the day is action and enterprise, parts of the atmosphere in which we live; they imperatively demand their objects; and, if not furnished in the works that are most useful, will be engaged in those less important. Such a spirit does not rest after one field is cultivated, it passes to others in rapid succession, and the most arduous objects are hailed as most worthy its exertions. This fact is fully exemplified in the work of our common schools. The history of our State is familiar to most of us. Two years ago it was evident to your body that the system had reached a point, from which it must either recede or advance rapidly; the value of education was fully appreciated, the desire for it had fixed itself too strongly on the hearts of the people to be left unsatisfied; and the question was, whether it should be diffused by common or private schools. Many had begun to tire with an imperfect plan and inadequate supplies, and were ready to abandon the system of common schools, under an impression that they could never be made to realize the advantages promised, or meet the growing wants of an intelligent people.

The question to be solved was, how the system could be so modi-

fixed, as to effect the object desired, namely: the education of the great mass of the people, upon terms consistent with our condition of liberty and equality. And here we remark, that too much care cannot be taken, while we are admiring European systems, to avoid such parts thereof as are not suited to our country. It cannot be denied that there is too much of a disposition to copy from the old country. We should recollect that education there, is intended to keep up artificial and arbitrary distinctions in society; the discussion of political subjects, as those relative to civil liberty and government, is more or less prohibited, while here no such distinctions in society do or can exist, so long as our free constitution is preserved; but the utmost liberty is allowed, and even invited in discussing every subject, whether of civil, religious, literary or scientific character. As the principles of our government differ from all other countries, and our youth are born to higher privileges and responsibilities than those of any other land, so we find it important, to adopt our system of instruction in its character and influence to the free institutions under which we live.

#### *Gradation of Schools.*

I am satisfied that, as the cause advances, experience will ultimately induce the union of several districts, so as to class all the scholars, leaving the small children to be taught in sub-districts by females, and having a central school of a higher order taught by a male teacher.

#### *Character of Instruction in Common Schools.*

One error still prevails to a ruinous extent, namely: the neglect of cultivating and developing the powers of the mind, while every thing is attempted to be done by taxing memory with the weight of names and abstractions, allowing no play for thought, and exciting no interest whatever in the child's mind. It seems as if many of our teachers and book makers, from the highest to the lowest departments, forget that children have minds, and suppose that the only powers they will ever possess, are to be imparted by teachers, whereas the teacher ought to know that he cannot impart a single iota of power. The most he can do, is, to develop powers already in existence, and because the attempt has been made rather to create than to cultivate, the mind of man has, in many cases, been actually cramped and weakened rather than strengthened at school.

There is one other defect in our schools that requires particular attention, it is in

#### *Female Education.*

Men are called abroad, and to them every place and kind of business is open. Whatever may have been their defects in their early education, with industry, integrity and ordinary capacity, they can make their way through the crowd, and take their places with those born and educated to greater advantages. Not so with women; they are by the habits of their sex kept from almost all opportunities of advancing beyond the sphere of their early associations, and if there is an occasional exception to this general rule, it is remarked as extraordinary. Surely, it cannot be just to depress the daughters of our land. It may be said with truth that Ohio does not (except in a very few cases) furnish instruction for females, at all adapted to their sphere in life, or such as will be likely to elevate their views, refine their taste and cultivate that delicacy of sentiment and propriety of conduct, which the good of the country, no less than their own happiness, requires. It should be kept in mind that the females in our schools, will be the mothers of the next generation, and, what shall be the character of that generation, depends on what education we furnish to the present.

#### *School Houses.*

Nothing is hazarded in saying that at least one thousand school houses have been built and are now building under the new law, mostly brick or frame, and many of them of a superior kind, exhibiting good taste and ample accommodation. Individuals are sometimes loud in their opposition, but when the questions are tested by popular votes, the measures are carried by overwhelming majorities.

It would be money well laid out to offer a premium for the best model of two or three school houses of different sizes, adapted to districts, requiring one, two, or more teachers in the same building. It would enable the department to supply the constant calls for information on this subject from every part of the State.

#### *School Statistics.*

These are not only important to secure an honest expenditure of the school funds, and enforce a regular system of accountability, but our character as a State is concerned in avoiding the imputation, that we neglect to educate our youth. The States now exhibit their educational statistics, with as much national exultation as any other department, and though a mere boast of any ordinary achievement would be unworthy of us, yet to show how far our whole population is provided with educational advantages, is due not only to ourselves, but that our example may not be lost on other States. For, with

our present system, continued long enough to become operative, (which will require but a few years,) no citizen of Ohio need blush at a comparison of the common schools of his own State with those of any other land. In addition to this, it need hardly be observed, that correct statistics must be greatly needed, whenever propositions are brought forward from particular parts of the State, to modify former legislation on this subject. In fact, the history of popular education shows, that it has nowhere succeeded without efficient measures to secure correct statistical data on which to base legislative provisions. There is no one part of State policy that is now engaging so much of public attention, as general education, and neither commercial nor manufacturing advantages are now so generally inquired after as are those of education.

#### *Corporate Towns.*

Experience has proved the importance of organizing common schools for corporate towns on a plan different from small districts, where there can be but one school in the neighborhood; hence the powers of those towns should be extended, and the concurrence of the corporate authorities obtained in the expenditure of money for lots, houses, &c.

In connection with this subject, it is proper to notice particularly the school system adopted in Cincinnati. That city is laid out into districts containing a large number of children in each; houses are built in the several districts large enough to contain 300 scholars and upwards: there are male and female teachers in each house, and classing is adopted to a considerable extent. All the English branches are taught that are usual in our best English schools, and without drawing invidious distinctions, it may be said, that as a class of schools they are good. The rich and poor send their children, and though there are many private schools in the city, they create no division of feeling or interest. The officers are very careful in their supervision, as, indeed, the public require them to be. The increase of funds provided last winter, enables them to extend their labors, and every year increases the interest felt by the public in those institutions; they are, in fact, the peculiar favorites of the whole community.

There is no good reason why every town in the State, having a population of five hundred, should not have schools at least equally good with those of Cincinnati.

#### *Teachers.*

We have seen within this year some mournful evidences of waste, in money, intellect and morals, occasioned by the employment of teachers entirely disqualified for the work they attempt. We have found good common schools and good teachers in the poorest and most frontier counties, and some very poor schools and poor teachers in the wealthiest and oldest counties.

#### *School Examiners.*

It would be difficult to find a body of men exerting a wider and better influence on the cause of education and the character of teachers. The examination of teachers had become only a form, and a useless one in many cases. The people were greatly imposed upon by the unfounded pretensions of those who sought the business of teaching. Since the passage of the present law our courts have usually exercised a praiseworthy caution in making these appointments; the boards have organized and gone on with a zeal and ability that promises the most extensive usefulness. That there should be murmurs in some cases, we might reasonably expect; rejected teachers and their friends will, of course, be dissatisfied, but no law could be better received than this part of the school law, and by its prudent exercise we may hope for the best results. The labor is severe and thankless; but in each county a few men can be found, who, regardless of personal considerations, are ready, with real philanthropy and patriotism, to do their duty.

#### *Common School Libraries.*

This subject commends itself to the judgment of all, and is of too much importance to be any longer neglected. It is spoken of with deep interest throughout the State, and the public appear to expect some action on the part of the Legislature. New York has appropriated a sum of money to each of the districts, on condition, that they will raise in the district an equal amount for the purchase of district libraries.

#### *Duty of Ohio in reference to Common School Education.*

It is in this way, (by having free schools provided by the law for the education of all the children of the State,) only that we can furnish to our children an object of pursuit more valuable and attractive than that absorbing and indiscriminate pursuit of wealth, which threatens to blunt the noblest aspirations of piety, patriotism and philanthropy! To hold out to a free people great incitements to wealth, with the idea, that their future standing in society, must depend almost entirely on their possessions, is to set all the worst passions of our nature at work, and divide society into jealousies and parties of the most fearful portent.

In a country with institutions like ours, it will be found indispensable to erect some other standard by which our children must take their places in society, and that standard must be one within the reach of all; it must be one, too, that, in reaching ourselves, we do not necessarily overcome or put down our neighbor. There is no other standard that can be fixed, but intellectual and moral attainment. Here the race should be open to all with equal facilities, and Ohio may well congratulate herself, that in less than forty years from her birth, she is placed in a position, in reference to this subject, to which our sister States, and even Europe looks with wonder and admiration. But Ohio owes it to her children, to her common country, and to the cause of liberty and free institutions, not to cease her labors in this great work. Ohio, now at least the third State, and fast hastening to the post to the second in the Union, with a soil capable of sustaining a population equal to any of her elder sisters, and, from her position, having it in her power to occupy an eminent post in the field of literature and science, will, we hope, finish the work so well begun, by continuing to cherish and support the People's Colleges.

If we need an incentive to noble deeds, we have but to look at the works of other States. Since our last annual report, Pennsylvania has moved onward, New York has increased her school fund 50 per cent, made liberal appropriations to all her academies and colleges, and provided the means of securing a common school library in every district, thus magnanimously declaring that all the departments of learning are alike valuable, and need to be alike encouraged to make up the perfection to which her institutions aspire. Massachusetts, Connecticut and other States, are entering the lists anew;—while Kentucky, Tennessee, and all other western States, are either at work, or are preparing to equal, if not surpass the examples of their older sisters; and even the western territories are laying the foundation of common schools as the basis of every other institution.

But while we indulge in feelings of gratulation toward our beloved country, we must not forget that much remains to be done, which the bare enactment of laws can never effect. Much has been said of a system of education, without always considering that we cannot establish this in its details by legislation. Laws can provide for building houses and paying teachers, and even this but within very general limits. The people must determine what shall be taught, and how it shall be taught. The voluntary act on of all the community is indispensable, and to it must belong the praise or blame of the final result.

#### NEW LONDON COUNTY.

We have long had on file a communication from a gentleman, in New London, who has proved his interest in the improvement of the schools in that city, by devoting much time to them, (a kind of benevolent interest, very much needed in every city, and not too common in any good cause any where,) which we should have noticed earlier.

To his enquiries respecting plans for school houses, we hope he will find some valuable and practical suggestions in the series of articles now publishing under that heading. The next number will complete the series for the present. We invite, however, more particular enquiries on the subject, and will do our best to furnish practical information in reply.

"We wish also some other information—Will you or some other gentlemen tell us how we are to lay a tax to build a school house. Who is to make out the levy upon which the tax is to be laid? Upon what property?—but before you or your correspondent shall attempt to tell us, let the case of Allen vs. Gleason, in 4 Day 376, be read. The statute under which that decision was made, be compared with our present statutes, particularly with that approved Dec. 29, 1836.

You have a correspondent, who in a former number of the Journal, writes under the head, 'our school laws should be simple.' Will he or some other competent person look over our system and prepare a new one which will not need lawyers to explain. A District Committee."

We hope our correspondent will give us and our readers, the benefit of his own examinations and experience on these topics—we know of no one more competent to draw up such an amendment of the law relating to the power and duties of school districts.

#### MIDDLESEX COUNTY.

We have heard with much pleasure of the labors of the Rev. Mr. Niles in this county—and of the cordial co-operation which he has received from several active and intelligent friends of the cause there.

We are happy to receive suggestions like those contained in the following extract from a letter by one who has acted many years as a

school visiter. We wish those who have thought on this subject, and who are practically acquainted with the workings of the present law would favor us with their views.

"I am very desirous to do something for the encouragement of those who wish to qualify themselves, suitably, for teachers. If I could secure the necessary funds, I would make immediate provision for this object on our Academy. I am persuaded that whatever is done on the subject in this State, will be better accomplished by departments in Academies, after the example of New York, than by establishing at present a 'Teacher's Seminary.'

It is my conviction that we need a new organization to give efficiency to our Common School system. Instead of committee men, and school visitors, I have thought a Board of Education, for each school society might be organized by law. Something in the following manner. Let there be a President, a Vice President for every school district, whose duties should correspond to, or embrace those of the district committee. A Secretary, as clerk and an Executive committee of three, to act as a visiting committee, and to awaken a general interest on the subject of education, by addresses, &c. The Executive committee should be paid for their services. Our present Board of visitors, consisting as it often does of nine, most of whom take little interest in the subject, is an inefficient concern, to say the least. If the number was limited to three, it would be an improvement. School societies however will appoint if left to themselves, the greatest number the law permits, and if the attempt is made to have but three appointed, it will oftentimes create suspicion against the leading friends of education. Excuse these hasty remarks,—Go on, dear Sir, in your arduous labors, and may great success with the divine blessing attend your efforts."

#### NEW HAVEN COUNTY.

We regret that we have been obliged to decline so many invitations to be present at public meetings of the friends of education, and examination of schools in this, as well as in other counties, in the course of the present month. We hope our friends, even though we do not in every instance reply to their kind invitations, will be assured that it is nothing but the pressure of engagements here at home, which keeps us away. We insert with pleasure the following communication from this county.

"I have since turning my attention to the subject of common schools, and from making inquiries abroad as well as at home, discovered many things in the system of past operations, which I am led to believe have been injurious in their consequences, and, 1st, it has been the practice (not the law) to appoint two visitors (not overseers) in each district, who would some afternoon perhaps visit the school twice, and perhaps give the teacher a certificate, without perhaps asking half a dozen questions, and some societies have practiced this course, until they believe it is the law!! without regard to the words, *competent skill in letters*, but following the same routine as in appointing district committees, or highway surveyors.

2nd. There has been a practice in some school societies of annexing members of one district to another, perhaps with a view of having their school bill a little lighter, as from a small district to a larger without even consulting either of the districts as the law requires, and having been annexed without law, they remain without law, making the rich richer, and the poor poorer.

3d. It has been ascertained that some of our school societies, have allowed their treasurer, to take from the public money, certain sums for making the dividends, although their overseers are expected to perform vastly more labor for nothing.

Query 1st. Have the inhabitants of one school society who are united with another school society to form a district, a legal right to attend and act in the meetings of that society in whose limits the school house of such district stands for the purpose of voting for overseers and the like?

2d. What course ought overseers to adopt where children are not furnished with such books as are recommended by them or with no books at all?

3d. Will you in your journal give your views as to the powers of teachers, so far as to decide whether the teacher should take cognizance of the conduct of scholars, from the time they leave their homes, until they return, or only while they are within the threshold of the school house. School Committee."

We have received several communications relating to these very points, and will submit some considerations in regard to them soon.

We trust that school visitors and clerks will not fail to complete and forward the returns, by the time specified in the vote of the Board.

The report of the school visitors, required by the act of 1838, is to be made at the close of this year—but it would be very desirable if they would submit a report on the condition of the winter schools, with suggestions as to the management of the schools in summer.